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ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 78 documents which focus on programs that have trained and utilized paraprofessionals (K-16) with a look at outcomes and potential adoptability. (CJ)

ED105368

searchlight

Relevant Resources in High Interest Areas

13U-2 UPDATE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

A focus on programs that have trained and utilized paraprofessionals (K-16) with a look at outcomes and potential adoptability.
(78 document abstracts retrieved)

$1.50

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Support Personnel

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal Articles

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ERIC Documents

ED 068 861 CG 007 566

Anderson, David A. Jones, Bernerdene

Management of Paraprofessionals: Delivery of Professional Human Services.

Pub Date Apr 72

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Relations, Family School Relationship, *Human Relations, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Parent Child Relationship, School Aides, *School Community Relationship, Student School Relationship, Teaching Assistants

Identifiers—New York, SPAN Rochester

The intention of this paper was to propose certain principles and strategies for the "professional" use of paraprofessionals in education. It was stated that uncredentialed persons on school district payrolls are given few genuine opportunities to interact professionally with children, parents, and helping agencies, thus creating a waste of resources and a form of discrimination. These conclusions are supported and alternatives are offered by the reporting of observations gleaned from participation in programs utilizing paraprofessionals. The primary source referred to was School Parent Advisors to the Neighborhood (SPAN), a project based in Rochester, New York, that employs 33 adults as home-school-community relations workers. SPAN is a consistent, visible bridge between school and neighborhood. The 33 SPAN workers work with staffs of public and parochial, elementary, pre-kindergarten and secondary schools. They work toward a number of goals, most importantly at motivating and involving parents in dealing with the educational needs of their children. (Author/BW)

ED 073 080 SP 006 120

Bessent, Hattie Cage, B. N.

Richmond, Virginia Career Opportunities Program: An Assessment.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Youth, *Low Income Groups, *Paraprofessional School Personnel, Teacher Aides, *Teacher Education, *Teacher Education Curriculum, Teacher Improvement, *Teacher Programs

This report evaluates a Career Opportunities Program (COP) in the Richmond Public School System, Virginia—one of many COP programs which train adults from model cities' neighborhoods for new careers in education. The report specifies that 150 participants served as auxiliary personnel in 32 Richmond schools and that the educational phase of the program was conducted jointly at Virginia Union and Virginia Commonwealth Universities. The program and curricula of the Career Opportunities Program (COP) are described briefly, with participant requirements for selection given. The involvement of COP with other programs for disadvantaged children is also discussed. Evaluation techniques are described particularly opinionnaires and checklists. The evaluation focused on (a) assessment of self-concept and attitudes of COP and non-COP participants toward various characteristics in the teaching process, (b) assessment of the self-concept of children in classrooms with COP and non-COP aides, and (c) comparison of ratings of university and public school staff concerning performance and personal characteristics of the COP and non-COP participants. Reported results show that (a) a gain in interpersonal adequacy for both groups was achieved; (b) COP participants' ratings on classroom organization and planning sessions with the teacher were significant as were non-COP ratings on student relationship; and (c) attitudes of COP aides, as measured by a semantic differential scale, increased significantly toward the COP.

ED 073 387 CG 007 819

Bernard, James D. And Others

Supervising Paraprofessionals: Performance-Related Feedback.

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 72

Grant—OEG-3-7-070706-3118

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Evaluation, *Feedback, Models, Nonprofessional Personnel, *Paraprofessional School Personnel, Performance, Performance Factors, Supervision, *Supervisors, *Supervisory Activities, *Supervisory Methods, Tutoring

Although increasing use of paraprofessionals to implement key program concepts has the advantage of increased availability and lower salaries, problems in maintaining acceptable levels of performance have also been reported. This study assessed the role of performance-related feedback on the work behavior of paraprofessional tutors in a remedial reading program. One randomly chosen tutor received publicly posted feedback each day on (1) degree of completeness with which one student's answers to comprehension-check questions were tutored; (2) accuracy with which that student's data sheet had been computed; and (3) time at which the first student's tutorial session had begun. The simple feedback package produced significant improvement in the measured level of the first two work-related behaviors, but not in the third. It was concluded that simple informational feedback and the objective measures of work performance on which it is based may be of considerable practical importance to supervisors in insuring satisfactory work performance by paraprofessionals in applied programs. (Author)

ED 074 188 UD 013 419

Meyers, Edna O.

Search for Preventive Approaches: Developing Cognitive Skills in a High Risk Community as a Deterrent to Maladaptive Behavior.

Northside Center for Child Development, New York, N.Y.

Spons Agency—Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Pub Date Dec 71

Note—141p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cognitive Development, Disadvantaged Youth, Elementary School Students, *Intervention, Negro Students, *Paraprofessional School Personnel, *Parent Participation, Parent Student Relationship, Self Esteem, Socially Deviant Behavior, Spanish Speaking, *Student Adjustment, Student Behavior, Student School Relationship, Urban Population

Identifiers—New York City

Project Search for Preventive Approaches hypothesized that the development of cognitive competence in adults and in youngsters, using non-curriculum-oriented materials, and deriving pleasure from an intellectual experience, could be posited as a necessary prerequisite for preventing or curbing maladaptive behavior in the ghetto child, and helplessness and feelings of inadequacy on the part of those responsible for this child's continuing growth. Towards this end, a program was initiated in the form of "Think" Workshops and was held in five schools in East Harlem and Harlem. Attending in the second year of the project were over 60 adults. Some were mothers who worked with their own children at home; others were paraprofessionals who trained their own children as well as a comparable group in the school setting. Another group of paraprofessionals worked only with children in school. In all, over 150 subjects were involved in this study, 100 of them in the past year. Results indicated that statistically significant gains occurred in the cognitive competence of both the adults attending the workshops and the youngsters trained by these adults. In the area of self-esteem, it was found that statistically significant gains in social competence by the adults led to a statistically significant lessening of respect for authority by this same population. [Most of the appendices are poor in legibility.] (Author/JM)

ED 075 419 SP 006 400

[Values: Freedom to Learn].

Elizabeth City State Univ., N.C.

Pub Date 72

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Inservice Teacher Education, *Paraprofessional School Personnel, Role Playing, Student Teachers, *Teacher Interns, *Teaching Methods

Identifiers—*Distinguished Achievement Award Entry

A teaching internship program for intermediate education (grades 4-9) majors in their third year was set up by three local universities in Washington County, North Carolina. The program was four-fold and consisted of a) a daily 2-week preservice training program, b) an in-service training program during the academic year, c) academic course work, d) student teaching. Preservice training consisted of simulated experience and role playing employing various teaching methodologies, the in-service full-time field contact provided real teaching experience prior to the final undergraduate semesters. Available results indicated positive responses from administrators, teachers, interns, students, and university personnel. (Program descriptions are attached.) (JB)

ED 077 581 PS 006 549

Volunteers in the Child Development Center Program.

Office of Child Development (DHEW), Washington, D.C. Bureau of Head Start and Child Service Programs.

Report No—DHEW-OCD-72-49

Pub Date 72

Note—45p.; Project Head Start booklet No. 5

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development Centers, Disadvantaged Youth, Guides, Preschool Education, *Teacher Aides, *Volunteers, *Volunteer Training

Identifiers—*Project Head Start

Suggestions for expanding and improving the volunteer participation in all local Head Start programs are provided in this manual. The primary aims of the volunteer programs are to: (1) provide additional staff in all areas of the program, thus increasing the effectiveness of the paid staff, (2) give interested local citizens, including parents of the children, an opportunity to participate in the program; (3) establish a systemized method of mobilizing community resources for the expansion and improvement of all parts of the program; and (4) build better understanding for

the over-all war on poverty and stimulate citizen support for improved services in education, health, and welfare for children and their families. Official policies concerning use of volunteers in the Head Start program are noted. Guidelines for developing a volunteer program are provided under the following sections: Advance Planning, Job Inventory, Recruitment, Interviewing, Orientation and Training, Staff and Volunteer Relationships, Using Volunteers Effectively, Recognition, and Evaluation. An appendix provides Sample Registration and Placement Form, Suggested Training Program, Sample Job Descriptions (Coordinator of Volunteers, and Volunteer Classroom Aide), Guide for Evaluating Volunteer Services, and Suggested Reading. (DB)

ED 077 839 SP 006 044

Paraprofessionals in California School Districts and Schools 1971-1972.

California Agency for Research in Education, Burlingame.

Pub Date 72

Note—99p.; C A R E. Document Number 7

Available from—California Agency for Research in Education, P.O. Box 4346, Burlingame, California 94010 ($2.00)

Document Not Available from EDRS.

Descriptors—Inservice Teacher Education, *Paraprofessional School Personnel, *School Aides, *School Personnel, *Teacher Interns, *Volunteers

Identifiers—California

A study of the use of paraprofessionals in school districts in California and in a sampling of schools within these districts was conducted by the California Agency for Research in Education during the 1971/72 school year. Surveys were sent to all of the 1,117 school districts in California, and returns were received from 708 of these districts. Six hundred eighteen districts reported the use of paraprofessionals in some manner. These data are reported in Part I. Surveys were sent to 1,450 individual schools. Returns were received from 768 schools. Of these schools, 734 reported the use of paraprofessionals. These data are reported in Part II. School were asked a set of miscellaneous questions relating to the teaching of students' rights and responsibilities. These data are reported in Part III. (Author)

ED 078 265 AC 014 449

LeVine, Evelyn Schmutz, Paul

Volunteers in Education. Interim Evaluation Report July 1, 1971-June 30, 1972.

Kansas City School District, Mo.

Pub Date 25 Aug 72

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, Community Programs, *Paraprofessional School Personnel, Program Descriptions, *Program Evaluation, *Teacher Aides, *Tutorial Programs, *Volunteers

Identifiers—*Kansas City

The Volunteers in Education Project is designed to utilize community volunteers to provide, without charge, various services to the school staff. Other goals are to reinforce the instruction of the teaching staff with volunteers trained for particular service, to offer individual help to students, to make available the talents and resources of the community in order to supplement and enrich the educational program, and to broaden community understanding of school needs and problems. For this interim evaluation, 136 volunteers, 12 principals, and 3 directors were surveyed by use of interviews and questionnaires. The survey was designed to assess the respondents' perceptions of the project in meeting program objectives, as well as assess possible areas where activities and resources could be used more effectively to improve volunteer performance. The seven project objectives are: (1) by use of volunteer tutors, to increase the reading achievement of poor readers by at least six months, (2) by use of volunteer tutors, to increase the understanding of basic concepts and mathematical proficiency, by at least four months, of students with poor mathematical aptitude, (3) teachers in classrooms where volunteers are assigned will increase the amount of time devoted to instructional activities by 20%, (4) use of the libraries and access to a library will increase, (5) teachers in special education classrooms will increase the amount of time devoted to instructional activities and individualized instruction as a result of volunteer help, (6) the number of volunteers will increase by 50% during the first project year, and (7) community resource volunteers will volunteer their services. Activities to achieve these objectives are discussed. (DB)

ED 079 257 SP 006 655

School Volunteers: Districts Recruit Aides to Meet Rising Costs, Student Needs.

National School Public Relations Association, Arlington, Va.

Pub Date 73

Note—68p.

Available from—National School Public Relations Association, 1801 N. Moore St., Arlington, Va. 22209 (Stock No. 411-12852)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Programs, *Paraprofessional School Personnel, Program Administration, Program Development, Teacher Aides, *Voluntary Agencies, *Volunteers, *Volunteer Training

This booklet explains the volunteer as a necessary and expanding part of the school district's educational team. The benefits and drawbacks of volunteerism are presented, with stress on the indication that problems incurred by the school districts can be solved. The planning, coordination, supervision, direction, and usage of volunteer programs are emphasized; examples of specific school volunteer programs across the United States are given. Explained are the use of students as tutors in these programs, the importance of recruiting and placing volunteers, and approaches toward evaluation. Five sample volunteer programs are presented, exemplifying a) a large, urban program (Los Angeles); b) an urban program which combines individual and organizational resources (Denver), c) a program jointly sponsored by a school district and a service organization (Boise, Idaho) d) a comprehensive statewide program (New Hampshire); and e) a cross-age teaching program (Ontario-Montclair, California). Twelve selected references are included along with addresses where further information can be procured. (BRB)

ED 080 105 JC 730 180

Utilization of Para-Professional Counselors. Final Project Report.

Southwestern Coll., Chula Vista, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.

Pub Date 30 Sep 71

Note—38p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Effectiveness, Counseling Services, *Counselors, *Counselor Training, Manpower Utilization, On the Job Training, *Paraprofessional School Personnel, Post Secondary Education, Program Descriptions

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This Title III project involved the training and utilization of a paraprofessional counselor in working with a sample of first-time freshmen students at California's Southwestern College. The hypothesis was that a team consisting of a paraprofessional and professional counselor would be more effective in counseling, the assignment of routine tasks to the paraprofessional will enable the professional to concentrate on his area of expertise. The paraprofessional received special training from the professional counselor, and an inservice training program was also conducted. A data card was designed to determine whether a student seeking counseling could be assigned to the paraprofessional and to determine the total number of students the counselors see. This final report is presented in three parts--statistical data, narrative, and financial data. The Para-Professional Training Manual is attached.

ED 081 073 EA 005 290

Stewart, Bill F.

The Role of Secondary School Para-Professionals.

Oregon School Study Council, Eugene.

Report No—OSSC Bull-Vol-14-No-10

Pub Date Jun 71

Note—44p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Attitudes, Clerical Occupations, *Job Analysis, *Occupational Information, *Paraprofessional School Personnel, Questionnaires, *Role Perception, *Secondary Schools, Statistical Analysis, Tables (Data), Task Performance, Teacher Attitudes

Identifiers—*Oregon

The purpose of this study was to provide knowledge not previously available to professional educators concerning the paraprofessionals in Oregon secondary schools. The study was concerned with an analysis of differentials in paraprofessional role expectations as they occur among and between administrators, teachers, and paraprofessionals. An 80-item (task) questionnaire was administered in 58 secondary schools. Statistical analyses were performed on the responses to determine which of the 80 tasks should be performed by paraprofessionals, and which of the tasks were, in fact, being performed. Study results indicate, in part, that there is a wide variation in duties assigned to secondary paraprofessionals and that almost without exception paraprofessionals were performing assigned tasks. The document includes detailed position descriptions for each of seven major categories of secondary school paraprofessionals -- library, clerical, resource center, audiovisual, student supervision, and instructional aides; and graphic artists. A brief bibliography is included. (Author/WM)

ED 081 421 JC 730 205

Anderson, Robert A., Jr.

Paraprofessionals in Washington Community Colleges.

Pub Date 28 Dec 72

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, *Guidance Counseling, *Job Skills, Job Training, *Paraprofessional School Personnel, Personnel Selection, *School Surveys, Subprofessionals, Technical Reports

Identifiers—*Washington State

Results of a survey of 23 community colleges in Washington State in regard to the use of potential use of paraprofessionals in the area of guidance and counseling are provided. Of the 23 colleges, 6 were using paraprofessionals, 1 was planning to add two, 11 planned to add paraprofessionals "when their budget allowed," and 5 reported no plans for including paraprofessionals. The functions assigned to paraprofessionals currently on staff were varied; these included information giving, scheduling/advising, receptionist, data-control test coordination, administration and scoring, admissions, distribution of occupational-educational information, and a number of other duties. Contractual arrangements for the six institutions that had paraprofessionals varied. The educational preparation of the paraprofessionals ranged from a currently enrolled student to one who had completed a Master's Degree in higher education and counseling. In a similar survey of 23 Deans of Instruction of community colleges, there were significantly more paraprofessionals reported to be performing functions in the instructional programs, ranging from a high of 23 in the system to 1. It appeared that a majority of the paraprofessional positions were held by work-study students or students hired through some type of institutional fund. Common definitions for paraprofessionals presently exist that may be used as guidelines for community colleges. Four models for identifying the role of the paraprofessional, as advanced by Dr. Jane Matson, are provided. (DB)

ED 081 435 JC 730 219

Cassell, Carolyn W. And Others

The Utilization of Paraprofessionals in the Department of Counseling.

Prince George's Community Coll., Largo, Md.

Dept. of Counseling.
Pub Date Mar 73
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counselor Client Ratio, Counselor Functions, Counselor Role, *Guidance Counseling, *Paraprofessional School Personnel, Peer Counseling, Questionnaires, *Staff Utilization, *Surveys, Technical Reports
To explore the possibility of utilizing paraprofessionals in the Department of Counseling at Prince George's Community College, two surveys were conducted. For the first, a questionnaire was mailed to 36 schools nationwide which were believed to be using paraprofessionals in their Student personnel programs. The 22 schools responding (61%) indicated that virtually all use peers and/or paraprofessionals for certain student affairs functions. Nineteen use paraprofessionals to perform the 6 counseling functions performed by professionals at PGCC. Nine of the 15 schools reporting the use of paraprofessionals other than peers preferred their own graduates, and 8 required an A. A. degree. Eleven of the 19 reported a salary range of $5,000 to $7,000, and 8 reported a range of $7,000 to $9,000. A second survey was conducted, of individual counselors, to predict probable utilization of paraprofessionals at PGCC. Results showed that: (1) counselors could increase their professional activities by 45% if paraprofessionals were employed, and (2) 15 counselors are needed to perform the counselors' present duties, while 14 would be needed in the future for strictly professional functions. Recommendations included: (1) maintaining a counselor/student ratio no less than 1:600, (2) employ five paraprofessionals and maintain the current number of professionals, (3) maintain a professional/paraprofessional ratio of 2:1, and (4) upgrade counselor's role to Student Development Specialist. (KM)

ED 084 481 CG 008 501
Volunteers in College and Career Information (VICCI). Evaluation Report.
San Francisco Unified School District, Calif.
Pub Date Jun 73
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, *College Choice, College Programs, *Educational Planning, *Guidance Services, High School Students, Information Services, Program Evaluation, *Volunteers, Volunteer Training
This booklet discusses an ancillary guidance program, staffed by volunteers, which provides a college and career information service within high schools. Making assistance readily available to students, counselors, teachers, and parents, these volunteers provide information on college programs, financial aid, admission selection procedures, catalog interpretation, application completion, and meeting testing and application deadlines. The report covers funding, organization, volunteer training, and services provided by the program. Evaluations of the program by samples of students, staff, and volunteers show enthusiastic endorsement of the information service. The report concludes with a listing of the basic resource materials used by the program. (Author/LAA)

ED 085 352 SP 007 519
Paraprofessional School Personnel. Bibliographies in Education No. 35.
Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date Jun 73
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Paraprofessional School Personnel, School Aides, Teacher Aides, Volunteers
This bibliography on paraprofessional school personnel lists material on paraprofessionals published since the first bibliography on this topic (ED 049 102) was issued in 1970. The bibliography is divided into Books and Papers (142), Articles (146), and Theses (11). It is indicated that much of the material listed here was announced in "Research in Education", ED numbers and availability listings are noted for these materials. There are also notations given for material that is available on loan from the Canadian Teachers' Federation Library. (JA)

ED 085 361 SP 007 530
Career Opportunities Program.
Shepherd Coll., Shepherdstown, W. Va.
Pub Date Nov 73
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Educationally Disadvantaged, *Field Experience Programs, *Paraprofessional School Personnel, *Professional Training, *Teacher Aides, Teacher Certification, Teacher Education
Identifiers—Distinguished Achievement Award Entry
The Career Opportunities Program (COP) involves eight county school systems in the Eastern Panhandle of West Virginia with on-the-job preparation of teacher aides while the latter work towards college degrees at Shepherd College. Aides receive educational preparation through specially designed practicums that emphasize materials and methods in a wide number of academic fields and weekly seminars. A career ladder is incorporated in the program to the extent of combining the educational offerings with on-the-job experiences to meet the requirements for full teacher certification. Through COP and Shepherd College, college credit courses have been taken into this 3500-square mile region of Appalachia to improve the instruction of the low-income and educationally deprived youth, while providing the experience of practice combined with theory throughout the program. A spin-off of the Career Operations Program, EXEL, designed for elementary teachers, consists of the weekly assigning of students to day-long experiences in the public schools, beginning in the sophomore year of college. The length of these experiences increases each semester and continues through to the senior year. (This document includes a summary, a case study, and abstract.) (Author/JA)

ED 085 847 EA 005 729
Thompson, Edra And Others
The Maple Grove Story.
Ontario Inst. for Studies in Education, St. Catharines. Niagara Centre.
Pub Date 72
Note—136p.; Related documents are EA 005 728, EA 005 730, and EA 005 731
Available from—Niagara Centre, The Ontario Institute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *Educational Innovation, Grade 1, Home Instruction, Individualized Instruction, Kindergarten, Models, *Parent Participation, *Parent Teacher Cooperation, Preschool Programs, *Program Evaluation, Rural Education, Student Transportation, Test Results, *Volunteers
Identifiers—Canada, Ontario
This monograph documents some aspects of school life at an Ontario school for kindergarten and first grade students. The report emphasizes some of the special features of the school, such as the use of parent volunteers, a highly individualized program based in a large measure on students' goals, interests, and readiness, a comprehensive evaluation of the kindergarten program, a parents' manual for home instruction that forged a new type of school-home cooperation, and a "mini-school" for preschoolers operated by parents as a pilot project in early childhood education. In addition, the school has for three years been the location of studies in inquiry, problem-solving, and other curriculum innovations, and, for a year, was one of the schools in which a model for parental assistance was implemented. (Photographs may reproduce poorly.) (Author/MLF)

ED 085 848 EA 005 730
Hedges, Henry G.
Using Volunteers in Schools. Final Report.
Ontario Inst. for Studies in Education, St. Catharines. Niagara Centre.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date Jun 72
Note—168p.; Related documents are EA 005 728, EA 005 729, and EA 005 731
Available from—Niagara Centre, The Ontario Institute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Annotated Bibliographies, Elementary School Students, Grade 1, Kindergarten, Models, Parent Attitudes, *Parent Participation, Parent Teacher Cooperation, *Program Descriptions, *Program Evaluation, Special Education, Task Analysis, Test Results, *Volunteers
Identifiers—Canada, Volunteer Parental Involvement
The two main sections of this report describe the general model for the Volunteer Parental Involvement Program and provide the program documentation. The model is accompanied by materials developed for its implementation in in schools. These materials comprise a manual that schools are employing in developing their own Parental Assistance Programs. The documenta-

ED 086 380 RC 007 522
Vesce, Lelia
The Effect of Paraprofessional Assistance on the Academic Achievement of Migrant Children.
Pub Date 3 Dec 73
Note—155p.; Ed.D. Dissertation, University of the Pacific, Fresno, Calif.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, Grade 5, Grade 6, *Improvement Programs, Indigenous Personnel, Mathematics, *Migrant Child Education, *Paraprofessional School Personnel, Reading, Spanish Speaking, *Tutoring
Identifiers—California
The study investigated the effect of guided paraprofessional assistance on the academic achievement of lower achieving, intermediate grade migrant children. It examined one possible means of overcoming some of the overwhelming handicaps experienced by migrant children by using indigenous paraprofessionals as a humanizing, tutorial factor. Eighty migrant students, in both the 5th and 6th grades, were chosen for this study when they were residing in the San Joaquin Valley (California) during the 1971-72 school year. The 35 paraprofessionals used were mostly Spanish speaking. The amount of assistance received by each migrant child was recorded by resource teachers in the 34 school sites surveyed. The research indicated that: (1) lower achieving intermediate students who received paraprofessional assistance showed greater achievement than children who received no such help, (2) paraprofessional assistance in reading was somehow especially beneficial to 6th grade boys, (3) there were no differences between 5th and 6th grade levels in achievement gains, and (4) although it was expected that the lowest achieving student might benefit the most from paraprofessional assistance, this was not the case. Subjective conclusions about minimal achievement gains were listed, along with suggestions for improving paraprofessional assistance and recommendations for further research. (KM)

Journal Articles

EJ 065 802 020 AA 513 657
Coordinating Leadership in Resource Use Campbell, Clyde M., *Educational Leadership*, v30 n2, pp110-12, Nov 72
*Resource Teachers, *Paraprofessional School Personnel, *Program Coordination, Resource Materials, Community Resources, Resource Staff Role
Discusses the role of the resource person and ways to coordinate school and community resource programs. (GB)

EJ 067 067 180 EA 503 157
Community School Aides -- Para-Professional Directors Shafer, Patrick, *Community Education Journal*, v2 n5, pp57-59, Nov 72
*School Community Programs, *Community Relations, *School Aides, *Paraprofessional School Personnel, Community Schools, Community Service Programs, Community Support, Community Education, [*Orchard View Community School, Michigan]
Discusses results and costs of a program in which community School Aides visited district homes to better acquaint people with the entire school district operation and its educational offerings.

EJ 067 107 410 AA 513 661
Volunteer Help: Resource in Instruction? Hickman, Charles W., Jr., *Educational Leadership*, v30 n2, pp121-4, Nov 72
*Lay Teachers, *Volunteer Training, *Instructor Coordinators, Programed Tutoring, Paraprofesional School Personnel, Student Volunteers
Discusses the use of school volunteers and their importance in providing valuable support for the instructional program of a school system. (Author/GB)

EJ 068 760 380 AA 513 961
Comments on Research Nickerson, Neal C., Jr., *NASSP Bulletin*, v56 n367, pp105-10, Nov 72
*Educational Research, *Teacher Aides, *Paraprofessional School Personnel, Volunteers, Teacher Evaluation
Surveys three studies on the use and value of teacher aids and cites the need for more evaluation and research in this area. (GB)

EJ 072 188 440 AA 514 896
Tipping the Balance: The School Volunteer Shelby, Evelyn, *Saturday Review: Education*, v1 n1, pp36-40, Jan 73
*Volunteers, *Reading Programs, *Remedial Reading, *Paraprofessional School Personnel, *Student Attitudes, Academic Aptitude, Student Behavior, Elementary School Students, Reading Improvement, Student Teacher Relationship
A street-wise boy and a school volunteer survive the dawning of adolescence and even manage some progress in reading. (Editor)

EJ 072 624 090 SP 501 678
Paraprofessional Counselors: Why Not? Whitney, Donald M., *Colorado Journal of Educational Research*, v12 n2, pp2-3, W 73
*Paraprofessional School Personnel, *Educational Counseling, *Counseling Effectiveness, Counselor Functions

EJ 072 729 130 PS 502 419
Training Paraprofessionals for Work with Infants and Toddlers Lally, J. Ronald; And Others, *Young Children*, v28 n3, pp173-82, Feb 73
*Child Development, *Early Childhood Education, *Paraprofessional School Personnel, Nonprofessional Personnel, Children, Professional Training, Teaching Techniques

EJ 073 654 380 AA 514 798
The Potential of Teacher Aides in Instruction Bloom, John H., *Educational Forum*, v37 n2, pp195-9, Jan 73
*Schools, *Teacher Aides, *Paraprofessional School Personnel, School Aides, Teacher Education, Instruction, Career Choice, Professional Training
Airs pros and cons of teacher aide contributions. (DS)

EJ 073 677 380 CG 505 506
A Paraprofessional Training Model Based on the Employment Service Training Unit Concept Phelps, R. J., Needham, John T., *Journal of Employment Counseling*, v10 n1, pp36-37, Mar 73
*Nonprofessional Personnel, *Inservice Education, *Personnel Needs, *Staff Utilization, *Educational Programs, Employment
A paraprofessional inservice training model is presented which is based on the Employment Service Training Unit (ESTU) concept. The model encourages the use of professional staff in the local work setting as a viable source for training paraprofessional staff members. The advantages and disadvantages of current training programs are described. (Author)

EJ 075 162 380 EA 503 463
Needed: Greater Differentiation of Paraprofessional Roles in Education Canady, Robert Lynn, *Catalyst for Change*, v2 n1, pp22-24, W 73
*Differentiated Staffs, *Paraprofessional School Personnel, *Cost Effectiveness, *Teacher Supply and Demand, Teacher Aides, Clerical Workers, Community Coordinators, [Carolinas, Virginia]
Schools are moving toward greater differentiation of instructional staffs through the use of paraprofessionals. A sophisticated differentiated instructional program requires the assistance of paraprofessionals. (Author)

EJ 075 173 380 UD 502 135
The Training of Paraprofessionals Ornstein, Allan C.; Talmage, Harriet, *Education for the Disadvantaged Child*, v1 n2, pp17-21, Spr 73
*Paraprofessional School Personnel, *Models, *Preservice Education, *Inservice Programs, *Career Ladders, Staff Role
A single teacher, functioning in a self-contained classroom is no longer an effective instructional model by himself. Unique learning styles of each child call for a team of instructional personnel. A new model for training the paraprofessional is proposed. (DM)

EJ 075 510 510 AA 515 239
Parents! Bless Them and Keep Them Macrowitz, Inge, *Education Digest*, v38 n7, pp38-40, Mar 73
*Parent Participation, *Volunteers, *Volunteer Training, *Parent Teacher Cooperation, *Parent School Relationship, Administrator Role
A kindergarten teacher describes how she utilizes parent volunteers in the classroom and gives guidelines for "professionalizing" them. (SP)

EJ 075 646 020 VT 504 765
Using Para-Professionals In Vocational Education Carlson, Keith, *Agricultural Education Magazine*, v45 n11, pp249, May 73
*Agribusiness, *Vocational Agriculture, *Paraprofessional School Personnel, *Open Education, *Staff Utilization, Agricultural Education, School Shops, Agricultural Engineering, Individual Needs, Work Experience Programs
Para-professional assistance enables the agriculture teacher to give more individual attention to students, and for added emphasis on individual learning. (Author)

EJ 078 476 380 AA 515 748
Volunteers in Public Schools. A Pilot Project in Georgia Hartmann, Rose Anne; And Others, *Kappa Delta Pi Record*, v9 n4, pp112-4, Apr 73
*Volunteers, *Volunteer Training, *Public Schools, *Teacher Aides, *Federal Programs, Teacher Education, Teacher Role, Program Evaluation, Instructional Materials, Elementary Schools
Describes small-scale volunteer program developed at Barnett Shoals School, Clarke County, Georgia. (DS)

EJ 078 492 380 CS 705 716
Employing Paraprofessional Teachers in a Group Language Training Program for Severely and Profoundly Retarded Children Phillips, Sheridan; And Others, *Perceptual and Motor Skills*, v36 n2, pp607-16, Apr 73
*Language Research, *Paraprofessional School Personnel, *Retarded Children, *Language Programs, *Group Instruction, Language Handicaps, Institutionalized (Persons)

EJ 078 495 380 EA 503 648
Paraprofessionals: An Administration/School Board Conspiracy? Lefkowitz, Leon J., *Phi Delta Kappan*, v54 n8, pp546-547, Apr 73
*Paraprofessional School Personnel, *Teacher Aides, *Nonprofessional Personnel, *Differentiated Staffs, *Teacher Educators, Personnel Needs, Training, Administration, Volunteers, Boards of Education
The failure of the teaching profession to react to the infiltration of paraprofessionals into the teaching ranks, a movement promoted by what amounts to an administration/school board conspiracy, suggests that teachers are doomed to second-class status. (Author/JN)

EJ 078 496 380 EA 503 649
No Conspiracy, but Let's Use Paraprofessionals Wisely Michael, Elizabeth B., *Phi Delta Kappan*, v54 n8, pp548-549, Apr 73
*Paraprofessional School Personnel, *Nonprofessional Personnel, *Boards of Education, *Personnel Management, *Professional Personnel, Training Techniques, Standards
There is little or no reason to believe that

administrators and school boards are involved in a conspiracy to allow paraprofessionals to replace teachers. (Author/JN)

EJ 079 458 150 CG 505 781
Paraprofessional Trainees and Counselor Education Students: A Comparison of Personality and Predicted Counseling Effectiveness Wehr, Marcia; Wittmer, Joe, *Counselor Education and Supervision*, v12 n4, pp255-262, Jun 73
*Evaluation, *Counseling Effectiveness, *Counselor Training, *Paraprofessional School Personnel, *Personality Assessment, Student Evaluation, Interpersonal Relationship, Trainees
This study compared 55 counselor education students with 34 junior college students being trained as counseling paraprofessionals, regarding their personality and predicted counseling effectiveness. A higher percentage of the paraprofessionals received lower ratings as determined by a regression equation used to predict counseling effectiveness. (Author)

EJ 080 286 440 CS 705 745
Professional Reading Activities for Paraprofessionals Fillmer, H. Thompson, *Reading Teacher*, v26 n8, pp806-09, May 73
*Paraprofessional School Personnel, *Reading Instruction, *Teaching Techniques, *Elementary Education, Reading Skills

EJ 080 290 440 CS 705 781
Four-Year College Reading Improvement Programs and Grades: An Annotated Review, 1945-1971 Tillman, Chester E., *Journal of Reading Behavior*, v5 n2, pp100-09, Spr 73
*Reading Improvement, *Reading Programs, *Grade Point Average, *College Programs, *Reading Research, Annotated Bibliographies, Reading Instruction

EJ 080 922 140 CG 505 868
A "G.I. Bill" for Community Service Newman, Frank, And Others, *Journal of the National Association of College Admissions Counselors*, v17 n4, pp21-27, Apr 73
*Higher Education, *Post Secondary Education, *Educational Benefits, *Community Service Programs, *Volunteers, Social Responsibility, Individualism
A new and rather imaginative plan, proposed and developed in some detail, and which might contribute to the solutions of some of the problems of financial aid and the "lockstep." (Author)

EJ 083 190 RC 501 288
Effectiveness of a Parent Volunteer's Social Reinforcement on Students in an Open-Space Classroom Lloyd, Phil, *Tenessee Education*, v3 n3, pp13-14, F 73
*Behavior Change, *Open Education, *Parent Participation, *Social Reinforcement, *Volunteers, Grade 2
The effectiveness of using a parent volunteer as a mediator in a behavorial modification technique with 4 disruptive pupils was investigated. (NQ)

EJ 084 152 CG 506 193
Developing A Student Volunteer Program For Residence Halls McBride, Matha, *Journal of College Student Personnel*, v14 n4, pp317-320, Jul 73
*Student Personnel Programs, *Student Volunteers, *Volunteers, *Program Descriptions, Paraprofessional School Personnel, Helping Relationship
This report details the purpose and development of a student volunteer program at the University of Florida which evolved from the idea that students who volunteered to serve as informal helpers would be an effective force in orienting freshman students. (Author)

EJ 084 970 PS 502 782
Child Development Associates: New Professionals, New Training Strategies Klein, Jenny, Weathersby, Rita, *Children Today*, v2 n5, pp2-6, Sep-Oct 73
*Child Care Workers, *Preschool Education, *Paraprofessional School Personnel, *Trainees, Objectives, [*Child Development Associate Program]
A description of the Office of Child Development's new Child Development Associates Program (CDA), which is based on demonstrated competencies. The basic assumptions behind the program, the six competency areas, a general discussion of the goals and methods, and a list of the 13 pilot training projects are included. (ST)

EJ 085 686 CG 506 331
Training Nonprofessional Behavioral Change Agents Moser, Adolph J., *Journal of School Psychology*, v11 n3, pp251-255, F 73
*Change Agents, *Behavior Change, *Nonprofessional Personnel, *Volunteers, *Training, Case Studies, Young Adults
A four-session behavior modification training program for training one volunteer nonprofessional is presented. Readings, discussion, audio-visual taping, and role playing were utilized to prepare the trainee, who then managed a field case at a private school for "emotionally disturbed" children. (Author)

EJ 085 720 CG 506 365
University-Community Cooperation in Implementing a Paraprofessional Crisis Prevention-Intervention Center FitzPatrick, Alan J.; Easterling, Ross E., *Journal of the National Association of Women Deans and Counselors*, v36 n4, pp190-192, Sum 73
*Counseling Services, *Intervention, *Volunteers, *Community Programs, *Drug Abuse, Youth, Needs
Growing out of the need for additional youth oriented crisis centers, the paraprofessional crisis intervention center described in this article provided supportive face-to-face communication during the hours when the professional services were not available. (JC)

EJ 085 751 CG 506 401
Building Parent Involvement Nelson Richard C.; Bloom, John W., *Elementary School Guidance and Counseling*, v8 n1, pp43-49, Oct 73
*Elementary School Counseling, *Guidance Programs, *Paraprofessional School Personnel, *Parent Participation, *Parent Student Relationship, Interpersonal Competence, Parent Attitudes, Parent Workshops, Resources, Volunteers
Discussed is the rationale behind parent involvement in guidance and educational activities, together with specific suggestions for involving parents with other adults (parent advisory committees, informal coffees, Transactional analysis (groups etc.), with children (story hours, trips, demonstrations, counseling booths, testing, interviewing, etc.) and with materials (construction, film production, etc.) Cautions that should be observed in including parents are also discussed. (EK)

EJ 085 763 CG 506 413
Rap Shack: Using Volunteer Counselors Zaof, Richard F., *Personnel and Guidance Journal*, v52 n2, pp105-108, Oct 73
*Counseling Programs, *Helping Relationship, *Volunteers, *Program Descriptions, *Counseling Effectiveness, Interpersonal Relationship
This article describes a storefront counseling center where part-time volunteers involve young people in positive ways. (JC)

EJ 087 424 CE 500 265
Helping the Helpers: Florida's Occupational Specialist Rand, Herbert C., *American Vocational Journal*, v49 n9, pp31-3,57, Dec 73
*Vocational Counseling, *Occupational Guidance, *Educational Legislation, *Paraprofessional School Personnel, State Laws, Counselor Training, Counselor Characteristics, Counselor Functions, [*Occupational Specialist, Florida]
In 1970 the Florida legislature enacted into law a plan to assist public schools to provide adequate guidance services for students and faculty and provided for creation of the position of occupational specialist. The article details the training, duties, and characteristics required in the position and responses to its creation. (AG)

EJ 087 460 CG 506 425
A Developmental Training Strategy For Use With Roleplaying Techniques Baldwin, Bruce A., *Journal of College Student Personnel*, v14 n6, pp477-482, Nov 73
*Role Playing, *Peer Relationship, *Volunteer Training, *Counselor Training, *Peer Counseling, Therapy, Group Dynamics, Counselor Functions, Counseling Services, Developmental Guidance, Mental Health, Student Volunteers
A developmental training sequence using a variety of roleplaying techniques is presented here as a guiding structure for short-term relationship training. Trainer considerations are discussed. (Author)

EJ 087 486 CG 506 451
Personal Characteristics of Volunteer Phone Counselors Tapp, Jack T.; Spanier, Deborah, *Journal of Consulting and Clinical Psychology*, v41 n2, pp245-249, Oct 73
*Counselor Characteristics, *Volunteers, *Psychological Patterns, *Self Concept, *Self Actualization, Counselor Attitudes, Altruism, Telecommunication
Comparisons between volunteer telephone counselors and nonvolunteer college students were made on several psychological tests: the Tennessee Self-Concept Scale, the Personal Orientation Inventory, and the Self-Disclosure Questionnaire. In their self-concepts, the groups differed only in moral-ethical self perceptions. The counselors' scores suggested that they were more self actualizing and more open than the college group. (Author)

EJ 089 406 EA 504 423
Volunteers Can Bring the Help You Need McGuire [illegible] C., *School Management*, v18 n1, pp4[illegible] Jan 74
*Volunteers, *Tutorial Programs, *Volunteer Training, Elementary Schools, Secondary Schools, [*Volunteer Programs, National School Volunteer Program]

EJ 089 417 EA 504 434
Bay Area Volunteers Take Time Out from Work To Serve Schools Yeager, Robert, *Nation's Schools*, v93 n1, pp25-27, Jan 74
*Volunteers, *Tutorial Programs, *School Industry Relationship, *Disadvantaged Youth, *Remedial Programs, Career Education, I San

Francisco]
Describes how some San Francisco businessmen encourage employees to tutor school children on company time. (Author)

EJ 090 888 CG 506 661
Reducing Levels Of Dogmatism And Rigidity Among Educational Helpers Kravas, K. J., *Journal of the Student Personnel Association for Teacher Education*, v12 n2, pp38-43, Dec 73
*Dogmatism, *Paraprofessional School Personnel, *Teacher Attitudes, *Teacher Education, *Counselor Training, Student Personnel Workers, Teacher Aides, Teacher Characteristics, Microcounseling, Counselor Performance
The investigator sought to assess the ability of a traditional practicum to ameliorate attitudes and behaviors that predisposed trainees to behave dogmatically; to strengthen those attitudes that allow them to respond openly; and to determine what types of activities promoted these changes most efficiently. (Author)

EJ 089 869 JC 500 578
Education For All Ages *Community and Junior College Journal*, v44 n1, pp13, Aug/Sep 73
*Older Adults, *Community Colleges, *Adult Education Programs, *Volunteers, Educational Administration, Community Service Programs, [*Retired Senior Volunteer Program]
Discussed a program, designed to provide a meaningful life for senior citizens through volunteer service to the community. (Author/RK)

EJ 090 976 CG 506 759
Training Of "Third World" Students To Function As Counselors Sue, Stanley, *Journal of Counseling Psychology*, v20 n1, pp73-78, Jan 73
*Counselor Training, *Ethnic Groups, *Minority Groups, *Counseling Services, *Paraprofessional School Personnel, Psychotherapy, College Students, Mental Health Programs, Counselor Selection
In order to provide more responsive counseling services, minority students were trained to function as counselors for other minority individuals. In spite of initial difficulties in developing trust and in defining the goals of the program, the training and utilization of minority-group paraprofessionals are feasible alternatives to current mental health services on campuses. Presented at Western Psychological Association, Portland, April 1972. (Author)

Doctoral Dissertations

AN EXPERIMENTAL PROGRAM IN THE TREATMENT AND TRAINING OF FORMER HEROIN ADDICTS PREPARING FOR EMPLOYMENT AS PARAPROFESSIONAL DRUG ABUSE COUNSELORS

PETROS, Sam A., Ph.D.
Wayne State University, 1974

Adviser: Abraham F. Citron

The utilization of former drug addicts in the rehabilitation of other addicts has become a vital element in drug abuse treatment facilities. This study was conducted to examine the process of preparing former drug addicts to be paraprofessional drug abuse counselors by means of a six-month training program. Intensive individual and group therapy was part of this training program.

Specifically, the research was designed to answer the following questions: (1) Can former heroin addicts be trained to function as paraprofessional drug abuse counselors? (2) Can successful completion of the program be predicted on the basis of preliminary testing? (3) What are the meaningful criteria of successful clinical functioning for the former addict employed as a paraprofessional drug abuse counselor? The criterion instruments used for pre- and post-training testing were the Counselor Performance Questionnaires, the Minnesota Multiphasic Personality Inventory, the Group Therapy Questionnaire, and the Otis Test of Mental Ability. Post-training results on these instruments were obtained two days after the completion of the training program. In addition, a six month and a one year follow-up study was conducted on the subject.

According to data gathered by the investigator the problems most often encountered in the training of former addicts to become drug abuse counselors include: poor attendance habits, health problems, avoidance of responsibilities, and the inability to make decisions and accept the consequences.

Results of the study reveal that when trained counselors were compared with untrained counselors, there were significant differences in favor of the trained counselors on twenty criterion indices. When untrained counselors were compared with the program's subjects at the beginning of their training period, the untrained counselors were rated higher on six out of twenty criterion indices.

In answer to the first research question, the conclusion was drawn that given the program described, former heroin addicts can be trained to function effectively as paraprofessional drug abuse counselors.

It was concluded that the answer to the second research question was two-fold: (a) Predictions of success or failure in the training program could not be made on the basis of psychological testing alone. (b) For those who did not drop prematurely from the program, there was no correlation between scores on psychological testing and successful completion of training.

In answer to the third research question, it was concluded that such factors as adaptability, decisiveness, objectivity, role awareness, and drug abstinence are the criteria of successful clinical functioning for the former drug addict. Predictions based on such criteria, however, must take into account the variables within different drug treatment programs which affect the kinds of counseling decisions which can be made and consequently job performance.

Data gathered from follow-up revealed that the majority of the graduates have shown evidence to become productive members of society as compared to their previous life patterns.

Order No. 74-29,842, 175 pages.

IN-SERVICE EDUCATION FOR THE PARAPROFESSIONAL IN EARLY CHILDHOOD EDUCATION

JARRARD, Raymond Dennis, Ed.D.
University of Southern California, 1974

Chairman: Professor Ferris

The Problem: The purpose of this study was to identify the criteria needed to provide an in-service education program for the paraprofessional member of an early childhood differentiated staff, and to offer recommendations for the implementation of an in-service education program for the paraprofessional in such a program.

Review of the Literature: Five major areas related to in-service education for the paraprofessional working in early childhood education were reviewed: (1) discoveries in child development theory; (2) proper staff development procedures; (3) human relations as an element in the success of a team effort; (4) new curriculum designs; and (5) the coordination of the goals of in-service education programs and objectives of the organization.

The Procedures: The specific procedural steps followed in this study were: (1) A review of the literature relative to early childhood education and in-service education of paraprofessionals. (2) Research included materials relating to available current early childhood education in-service programs in operation in the public schools. (3) The questionnaire-survey method was employed as the basic research design. (4) The population sampled consisted of: fifteen university personnel who have exhibited competence in the area of early childhood education, fifteen state department specialists, and seventy school district personnel who are working with such programs. (5) A random sampling was selected from those surveyed and used for in-depth interviews. (6) The responses to the questionnaire and interviews were tabulated in accordance with the criterion reference on the questionnaire. From compilation of the data, conclusions were drawn and recommendations made to answer the research questions.

Selected Findings: (1) The most valuable organizational methods for educating this type of paraprofessional were found to be: (a) curriculum workshops, (b) preservice education, (c) summer workshops in the school setting conducted by specialists in early childhood education, and (d) on-the-job training for paraprofessionals under the direction of certified teachers. (2) The evidence indicates that the most important activities in such in-service programs are: (a) learning to understand child behavior, (b) systematically studying children in the classroom, (c) mutual planning and discussion of activities between the paraprofessional and professional, and (d) learning to understand the process of inquiry. (3) The area in which the most help appears to be needed in implementing such a program is: (a) how to use paraprofessionals and (b) program development.

Selected Conclusions: (1) The needs of employees and organizations should determine the organization of the in-service education program. (2) Except for those that involve sensitivity training, all activities listed in the questionnaire were given high ratings. (3) There must be a clear understanding of how best to utilize the services of a paraprofessional. (4) Program development appears to require the aid of specialists in the field.

Related Recommendations: Pre-service and in-service education could well be integrated. There could be integrated staff development, the paraprofessional being considered an integral part of the team. This program should be implemented at least by summer, and followed by on-the-job training, both

under the direction of specialists in early childhood education.

Activities that could be incorporated as part of such a program would be those which help the paraprofessional understand child development, the process of inquiry, planning and modifying the curriculum with other members of the staff – the paraprofessional taking the lead as soon as competencies are developed to the point where it would be appropriate to do so; and exchanging the successes and failures of experiences so the paraprofessional knows how to evaluate performance. How to set up learning centers should also be an important activity.

The proper use of paraprofessionals should be integrated into an in-service program as a learning activity for all members of the team. Order No. 74-23,589, 167 pages.

AN ANALYSIS OF THE PERCEPTIONS HELD BY PROFESSIONAL AND PARAPROFESSIONAL PUPIL PERSONNEL WORKERS AS TO THE ROLE OF THE PARAPROFESSIONAL IN PUPIL PERSONNEL SERVICES

FREEMAN, Preston Garrison, Ph.D.
The Catholic University of America, 1974

The primary purpose of this investigation was to determine if there was a significant difference in perceptions held by professional and paraprofessional pupil personnel workers as to (1) the role of the paraprofessional for an ideal work situation, and (2) if there was a significant difference in perceptions held by the two groups as to the role of the paraprofessional in the actual work situation. The secondary purposes of this investigation were (1) to determine if there were certain activities in pupil personnel services that may (a) be more appropriate for paraprofessionals or (b) engaged in by only professionals, and (2) to make recommendations for the training and utilization of paraprofessionals in pupil personnel services.

Data from the total population of 132 pupil personnel workers, professionals (N=94) and paraprofessionasl (N=38) from a two-part, 100-item questionnaire were subject to Chi square and t-test statistical analysis. Chi square was used to treat the data for Hypotheses 1 and 4. The t test was used to treat the data for Hypotheses 2, 3, and 5. Significant difference at the .05 confidence level was accepted.

The results showed: (1) there was a significant difference in perceptions held between professional and paraprofessional workers as to the role of the paraprofessional in an ideal work situation, (2) the paraprofessionals perceived their role to be more pupil oriented than task oriented in the ideal work situation, (3) the professionals perceived the role of the paraprofessional in the ideal work situation to be more pupil oriented than task oriented, (4) there was no significant difference in perceptions between the two groups as to the role of the paraprofessional in the actual work situation, and (5) the paraprofessionals perceived their role to be more task oriented than pupil oriented while the professionals perceived the role to be more pupil oriented than task oriented in the actual work situation.

The results also showed that there were activities that the professionals and paraprofessionals agreed were (1) appropriate for paraprofessionals in the ideal work situation, (2) least appropriate for paraprofessionals in the ideal work situation, (3) most often performed by paraprofessionals in the actual work situation, (4) not performed by paraprofessionals in the actual work situation, (5) appropriate for paraprofessionals in the ideal work situation and were also being performed by the paraprofessionals in the actual work situation, and (6) least appropriate for paraprofessionals in the ideal work situation and were not being performed by the paraprofessional in the actual work situation. The results indicated that the paraprofessionals served various functions in pupil personnel services, the guidance and social work functions being most prevalent. Hence, the pupil-oriented role was more in evidence than was the task-oriented role. Order No. 74-12,339, 161 pages

A STUDY OF PARAPROFESSIONALS IN THE NEW YORK CITY PUBLIC SCHOOLS

GPODSKY, Robert, Ed.D.
Columbia University, 1974

Sponsor: Professor William P. Anderson

The purpose of this dissertation was to attempt to study the job satisfaction of the indigenously selected educational paraprofessionals employed in the New York City Public Schools. The two questions with which the dissertation dealt were: (1) Are there significant differences between professional and paraprofessional perceptions of paraprofessional job performance? (2) What relationships exist between paraprofessional Indigenousness, Educational Status, Years of Experience at the school at which presently employed, and Dissatisfiers and Satisfiers, as perceived by paraprofessionals?

The first step in the procedure followed in the study was to judge-code the variables listed in the Field Evaluation Paraprofessional Survey to Satisfiers, Dissatisfiers, and Indigenousness. Then the scores of paraprofessionals on the Field Evaluation Paraprofessional Survey were compared with the scores of professionals on the Field Evaluation Teacher Survey for variables which were interfaced for these two survey devices, which had been administered by the Institute of Administrative Research at Teachers College, Columbia University. The data involved in these comparisons were examined for the presence of significant differences.

The second step in the procedure was to perform factor analyses for paraprofessional data for those variables which had been unequivocally coded to Satisfiers, Dissatisfiers, or Indigenousness. This step was performed for two reasons. First, it was necessary to develop factor-score coefficients for the three coding categories in order to build scales for facilitating the handling of the survey variables in the cross-tabulation procedure which was to follow. Second, it was instructive to ascertain the main variables in the factors in order to name the factors and to observe the different amounts of paraprofessional variance for which the factors were responsible. This served to clarify areas of agreement and disagreement among the paraprofessionals.

The last step in the procedure was to perform cross-tabulations of the Satisfier scale, the Dissatisfier scale, the Indigenousness scale, Educational Status, and Years of Experience at the school at which presently employed, with each other in three series of two-, three-, four-, and five-way combinations. For all three series, the scores for the three scales which had been separated at their medians had only two values, namely, high and low. With regard to Educational Status and Years of Experience, cross-tabulations were performed for the full range of survey values in the first series, for the logically collapsed values in the second series, and for values separated by medians in the third series. The data involved in these cross-tabulations were examined for the presence of significant differences by use of Chi Square analysis and the Fisher Exact Probability Test.

An examination of the results produced by the t-tests and the factor analyses demonstrated that the paraprofessionals and professionals had significantly different perceptions of paraprofessional performance; the paraprofessionals appeared to covet the professional role; the paraprofessionals felt that they were very competent in their performance; the paraprofessionals' perceptions of the state of interpersonal relations between professionals and themselves were characterized by a great deal of variation; the paraprofessionals did not feel that pupil health variables interfered importantly with learning in their respective schools; and the paraprofessionals felt that variables related to the school's relationship to parents were operating very effectively.

With regard to the results of the cross-tabulation procedure, it was found that the Satisfier and Dissatisfier scales were independent of each other; Educational Status and Years of Experience were apparently directly related; and the Satisfier and Dissatisfier scales were apparently inversely related to Indigenousness.

As a result of these findings it was concluded that it was empirically impossible for the paraprofessionals to have been job-satisfied. Order No. 74-15,978, 32[illegible] pages.

AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE USE OF PARAPROFESSIONAL PERSONNEL AND COST/ ACHIEVEMENT IN THE ELEMENTARY SCHOOLS OF CALIFORNIA

SRAMP, David, Ed.D.
University of Southern California, 1973

Chairman: Professor Knirk

Problem: The purpose of this study was to statistically determine if a relationship exists between the use of paraprofessional personnel and the total expenditures per pupil and pupil achievement in the elementary school districts of California. Answers were sought to the following questions: (1) Do high achievement school districts have a larger paraprofessional to student ratio than do low achievement school districts? (2) Do high expenditure school districts have a higher paraprofessional to student ratio than do low expenditure school districts? (3) Do the types of paraprofessional activities within the school districts relate to student achievement

Design and Procedures: Two hundred and eight elementary school districts were selected and placed in a 2 x 2 matrix according to the following criteria: (1) high expenditure, high achievement; (2) high expenditure, low achievement; (3) low expenditure, high achievement; and (4) low expenditure, low achievement. Each district was then asked to respond to a questionnaire concerning the use of paraprofessional personnel in their district. A computer program applying the general linear hypotheses model was used to analyze the data and a two-way analysis of variance design was used to identify significant differences.

Findings: An analysis of the data indicated that (1) there is no significant difference in the ratio of paraprofessional personnel to students between high achievement and low achievement school districts; (2) there is no significant difference in the ratio of paraprofessional personnel to students between high expenditure and low expenditure school districts; and (3) there is no significant relationship between pupil achievement and the types of paraprofessional activities within the school districts.

Conclusions: (1) The use of paraprofessional personnel in elementary school districts of California appears to have no statistically significant affect upon student achievement. (2) The total educational expenditure per pupil seems to have no statistically significant affect upon the use of paraprofessional personnel. (3) The types of paraprofessional activities within the school districts appears to have no statistically significant affect upon student achievement. (4) The use of paraprofessional personnel does not appear to be a cost-effectiveness measure in the cognitive areas. (5) The position of the paraprofessional appears to be well established in the elementary schools of California. (6) The position of the paraprofessional seems to have developed primarily out of the needs to: (a) help improve the instructional program, and (b) increase services to children.

Recommendations: It is recommended that (1) a replica study should be made within school districts of a similar average daily attendance; (2) a follow-up study should be made using a direct observation method; (3) a replica study should be made within the secondary schools; (4) the use of paraprofessionals in innovative or unusual educational situations should be examined in more detail; and (5) a similar study concerned with the paraprofessional and the relationship to affective growth areas should be made.

Order No. 74-14,453, 118 pages.

A STUDY OF NEW CAREERS AND UPWARD MOBILITY OF NEW PROFESSIONALS IN NEIGHBORHOOD HEALTH CENTERS

CLECKLEY, Betty Jane, Ph.D.
Brandeis University, The Florence Heller Graduate School for Advanced Studies in Social Welfare, 1974

This exploratory-descriptive study examines new careers as a mechanism for job upgrading and/or upward mobility of new professionals in four neighborhood health centers in Boston. New Careers stipulates that the poor be employed in entry-level positions within human service institutions concerned with health, education, and welfare. Moreover, through new careers, provisions were to be made for this new class of personnel to acquire education and training and increased responsibility in order to advance up the occupational ladder.

Two models of career ladders were identified. One specifies that jobs beyond the entry-level position be created that lead to established professional positions such as exist in medicine, nursing, and social work. The second model requires that additional levels be developed within a job classification scheme from aide to assistant to associate. Common to both models is the acquisition of new skills, training, and education. In accordance with the first model, however, new professionals would need to acquire a combination of work experience and formal education and/or training to reach the higher rungs on the ladder. With regard to the second model, new professionals would accumulate experience and acquire additional knowledge and skills through on-the-job and in-service training for promotion.

These models yield useful dimensions for measuring the dependent variable, upward mobility, operationally defined as: (a) promotion (movement from the original position to a higher position); (b) increased salary; and (c) increased responsibility. A scale of eight levels was developed by assigning a plus for the new professionals who moved up, or a minus for those who did not move up on each of the three criteria.

In addition, two other analytic models were constructed to measure the type of education and training that the centers provided new professionals in their employ. Models I and II, derived from the dual labor market theory, identify two sections of the labor market--primary and secondary. The theory suggests that structural conditions in the operation of labor market cause the disadvantaged poor to be relegated to the secondary labor market where jobs are characterized by low-status, low-paying, poor working conditions, and harsh and often arbitrary discipline. Theoretically, there are few opportunities for advancement within or outside of the secondary market. The primary market, by contrast, has high wages, good working conditions, employment stability, job security, equity and due process in the administration of work rules, and chances for advancement. The acquisition of education and training presumably would enable new professionals to advance from the secondary to the primary section of the labor market. In this study these variables are examined to determine their relationship to upward mobility, i.e., whether the type of education and training provided to new professionals was designed for upward mobility.

The study was conducted at Columbia Point Health Center, the Harvard Community Health Plan, the Roxbury Comprehensive Community Health Center, and the Boston Family Planning Project. The sample consisted of new professionals employed for more than seven months in the four centers, who voluntarily participated in the study. In addition, 57 administrators/supervisors in the centers were involved in the study. Questionnaires were constructed to measure upward mobility and agency characteristics, and they were administered to supervisors/administrators as well as to new professionals. Interviews were also held with administrators and program directions assigned to the centers.

Contingency tables tested by Chi-square was used to measure differences in the degree of upward mobility achievement. In order to measure perceptions of new professionals toward their role, as well as to measure perceptions of administrators/supervisors toward the role of new professionals, rank order correlation were computed for these questions.

The findings show that upward mobility occurred to some extent, in that 67 (58.8 percent) of all respondents were upgraded. With the exception of 10 (13.2 percent) participants who were employed at Boston Family Planning Project, however, the majority of new professionals in the remaining

centers were upgraded principally through salary increments and accompanying increased responsibility.

With regard to education and training, it was found that the four centers have instituted some method of providing education and training to new professionals; however, most of the education and training was Model I type, as represented by on-the-job training and in-service training.

The findings have implications for social policy and planning. They suggest that the concern of social policy should be directed, first, toward reforms within the public educational system and, second, toward the overall problems of getting minorities admitted to technical and professional schools. Also, the current approach to training that requires each center to train its own staff of new professions needs to be re-examined. Rather than struggling alone, centers located in the same geographical area should come together in a consortium arrangement to establish a unified, centralized training program designed to provide new professionals with marketable skills. Beyond this step, centers should plan with educational institutions to define their personnel needs and the kinds of academic programs that have to be established to meet these needs. Order No. 74-14,993, 277 pages.

THE EFFECTS OF TRAINING METHODS ON ATTITUDES RELATED TO CRISIS INTERVENTION BY PARAPROFESSIONAL REHABILITATION WORKERS

LARKE, Jerry, Ph.D.
Syracuse University, 1973

This study attempted to determine which of several training methods most effectively enhanced the development of positive attitudes by paraprofessionals related to crisis intervention in rehabilitation. The training methods employed were: (1) a videotape modeling approach using a guided participation procedure that utilized role enhancers, cues, and positive reinforcement, (2) a videotape modeling approach alone, (3) a training approach using didactic instruction, (4) no training. A non-reactive control of a junior college English class was also used.

Seventy-five Ss (60 Ss were in training to become human service paraprofessionals and 15 Ss were students enrolled in a community college English class) were randomly assigned to one of the three treatment or two control groups.

The following three criterion measures were used: (1) the impact or identification with the paraprofessional model was measured by a psychotherapeutic attraction scale, (2) the perceived attitude of clients of paraprofessionals was measured by a locus of control scale. (3) attitudes related to crisis intervention was represented by measures toward specific components of helping others in a crisis situation. A demographic questionnaire was also administered to provide detailed information about subjects.

The instructional stimulus materials used were a videotaped or verbal case presentation variety. The videotape simulation displayed a paraprofessional helper successfully helping a client in a crisis situation. The didactic instruction or case study presentation was made to mirror the exact content of the video modeling tape. The instructional stimulus materials depicted an actual crisis that was generated via the critical incidents technique.

A modified post test only control with repeated measures was the experimental design used in this study. Seven (1 x 5) analyses of variance tests with repeated measures were performed on the data. The planned comparisons method was used to ask specific questions about the data. Omega squared, the test of association, were performed on the various F ratios. The confidence level in this investigation was set at .05.

The major results indicated that: (1) contrary to many attitude studies there was some deterioration but no significant regression toward the mean one month later, (2) Treatment one (the video modeling plus guided participation procedure) and treatment three (the didactic case presentation) were similar in producing change in two of the three dependent variables. That is, the video modeling method was not consistently more powerful in developing attitudes toward crisis intervention than the didactic case study approach, (3) Hypothesis two consistently discriminated between the two videotape training presentations. These results confirmed that a guided participation procedure was essential if a video modeling method is to be used in changing attitudes. Order No. 74-17,594, 206 pages.

THE RELATIONSHIP BETWEEN PERCEPTUAL CHARACTERISTICS AND EFFECTIVE ADVISING OF UNIVERSITY HOUSING PARA-PROFESSIONAL RESIDENCE ASSISTANTS

JENNINGS, Gerald Douglas, Ph.D.
The University of Florida, 1973

Chairman: Dr. Arthur W. Combs

Research in the area of the effectiveness of counselors and residence hall personnel has centered on external measures and observations of behavior. This objective, external evidence, seeking to make distinctions between good and poor counselors and residence hall personnel, is inconsistent and inconclusive. A number of studies in the helping professions have examined the internal perceptual organization of members of the helping professions and have reported promising findings. This research sought to explore the relationship between residence assistants' judge-inferred, self-rated and student-rated perceptual characteristics and a student-rated measure of their effectiveness as residence assistants.

The subjects in this study were 30 university housing paraprofessional residence assistants. The data for the study were number-coded to preserve anonymity and collected as follows:

The data on the effectiveness of the residence assistants were measured with student ratings on the Self-Anchoring Scale (SAS).

The perceptual organization of the residence assistants was rated by students who were minimally trained for making perceptual inferences on the Perceptual Dimensions Scale (PDS).

The perceptual organization of the residence assistants was self-rated on the Perceptual Dimensions Scale by each of the residence assistants.

The perceptual organization of the residence assistants was inferred on the Perceptual Dimensions Scale by three trained judges from three written Human Relations Incidents.

The statistical analysis included multivariate statistical procedures to test the relationship between the effectiveness ratings by the students on the Self-Anchoring Scale and the data obtained on the judge-inferred, the student-rated, and the self-rated perceptual dimensions. The relationships between the judge-inferred, the self-rated and the student-rated perceptual dimensions were tested by use of product-moment correlations.

It was hypothesized that: (1) the judge-inferred perceptual ratings would show statistically significant differences between the effective and the ineffective residence assistants, (2) the judge-inferred perceptual ratings would significantly correlate with the student-rated perceptual dimensions, (3) the judge-inferred perceptual ratings would not significantly correlate with the residence assistants' self-ratings on the perceptual dimensions, (4) the residence assistants' self-ratings would not show statistically significant differences between the effective and the ineffective residence assistants, (5) the residence assistants' self-ratings would not significantly correlate with the student-rated perceptual dimensions and (6) the student-rated perceptual dimensions would show statistically significant differences between the effective and the ineffective residence assistants.

The statistical analysis of the data for the six hypotheses revealed the following results:

1. The judge-inferred ratings of the residence assistants on the PDS revealed significant differences between the effective and the ineffective residence assistants.

2. The judge-inferred ratings and the student ratings of the residence assistants on the PDS revealed only one significant correlation.

3. The judge-inferred ratings and the self-ratings of the residence assistants on the PDS revealed two significant correlations.

4. The self-ratings of the residence assistants on the PDS revealed no significant differences between the effective and the ineffective residence assistants.

5. The self-ratings and the student ratings of the residence assistants on the PDS revealed no significant correlations.

6. The student ratings of the residence assistants on the PDS revealed significant differences between the effective and the ineffective residence assistants.

An overview of the investigation suggests the following conclusions:

1. Extensively trained judges and minimally trained students inferred scores on the PDS and the scores demonstrated high predictive power in rating the effectiveness of residence assistants.

The effective residence assistants were characterized by the following perceptual dimensions.

An internal rather than an external general frame of reference.

Perceptions of other people as able rather than unable.

Perceptions of self as with people rather than apart from people.

Perceptions of self as adequate rather than inadequate.

Perceptions of the purpose of the helping relationship as a freeing process rather than a controlling process.

Perceptions of the goals of the helping relationship as larger goals rather than smaller goals.

2. The self-reported perceptual data demonstrated few significant relationships with the judge-inferred perceptual data, student-rated perceptual data and the student-rated SAS.

Order No. 74-19,156, 157 pages.

THE EFFECT OF PARAPROFESSIONAL ASSISTANCE ON THE ACADEMIC ACHIEVEMENT OF MIGRANT CHILDREN

Lelia McCain VEACO, Ed.D.
University of the Pacific, 1973

Problem: The children of California's migratory farm workers experience some difficulty in meeting the demands of the school world. Contributing to their educational problems are multiple handicaps: irregular attendance, lack of continuity in their education, linguistic and cultural differences, economic and social deprivation, and greater than average health problems. The lag in academic achievement is cumulative and eventuates in a high drop-out rate and poor preparation for economic success in our society.

Purpose: The purpose of this study was to determine the effect of paraprofessional assistance on the academic progress of lower achieving intermediate grade migrant children.

Procedure: Lower achieving intermediate grade migrant children enrolled in 34 predominately rural schools were given assistance by trained paraprofessionals under the supervision of classroom teachers and guidance of resource teachers. Varying circumstances in these elementary schools resulted in differing amounts of paraprofessional assistance received by migrant students. A "Checklist of Assistance Received" recorded by resource teachers provided data which differentiated three treatment groups. A record was kept of migrant students receiving: (1) assistance in arithmetic and reading, (2) assistance in reading and (3) no assistance in arithmetic or reading.

Academic achievement was determined by gain scores from pretest-posttests on the Comprehensive Tests of Basic Skills in arithmetic and reading for one school year. Pretests, additionally, provided data on initial achievement levels and lower achieving students to whom this study was limited.

Data from the checklists and standardized achievement tests were compiled, summarized, and treated to determine mean gain scores in arithmetic and reading. These achievement mean gain scores were the dependent variables of the research design. The controlled variables were the identified migrant children who were designated as lower achieving. The independent variable was the treatment received. Other variables included: the initial achievement level expressed in pretest quartiles, the grade level and the sex of the student.

Data was analyzed by means of two way analyses of variance to test the effects of the treatment groups, the grade level and the sex of the student on the dependent variables. To determine the significance of the relationship between the initial achievement level and gains in achievement correlation analyses were made

Findings: Migrant children who received paraprofessional assistance in the fifth grade made significant gains in reading. Sixth grade migrant children who received paraprofessional assistance made significant gains in arithmetic. No significant differences in achievement gain were found among the treatment groups in fifth grade arithmetic or sixth grade reading achievement.

Significant differences were found between boys and girls in reading achievement for the sixth grade favoring boys. All other analyses related to the sex of the student showed no significant differences.

As was expected the achievement gains made by fifth grade students were not significantly different from those made by sixth grade students.

The relationship between initial achievement level and achievement gain was not significant.

Conclusions: Considering the lag in academic achievement and the multiple handicaps suffered by migrant children the investigator was encouraged by the significant gains made by some of the migrant children. Paraprofessional assistance can be effective in promoting achievement gains in lower achieving migrant children.

Recommendations: The investigator believes that paraprofessional assistance could be made more consistently effective if: (1) the amount of personalized academic assistance given to migrant children were increased, and (2) the professionals and paraprofessionals were to meet together frequently for inservice training and instructional planning.

Order No. 74-9510, 156 pages.

AN INVESTIGATION OF THE EFFECTIVENESS OF SUPPORTIVE COUNSELING TO PREPARE EDUCABLE RETARDED GIRLS FOR CAREERS AS PARAPROFESSIONALS IN THE PUBLIC SCHOOLS. [Pages 123-125, previously copyrighted material not microfilmed at request of author. Available for consultation at New York University Libraries]

Leola G. HAYES, Ph.D.
New York University, 1973

Chairman: Professor Patricia J. Livingston

PURPOSE

The purpose of this study was to investigate the effect of supportive counseling of students and supportive counseling of their teachers on several selected performance variables, (1) tardiness, (2) absence, (3) performance ratings, and (4) em-

ployability, in a program of training mentally retarded girls in careers as paraprofessionals in the public schools.

HYPOTHESIS

It was hypothesized that supportive counseling of students and/or their teachers would result in differences in performance records of the subjects on four selected job training variables: tardiness record, absence record, performance rating, and employability rating. Specifically, it was hypothesized that when subjects and their teachers were counseled, the subjects would have the best ratings in all these variables, with less satisfactory scores achieved when only subjects or their teachers were counseled and least satisfactory scores achieved when neither subjects nor teachers were counseled.

THE SAMPLE

The subject population consisted of 64 educable mentally retarded girls, enrolled in a vocational training program in the Passaic County Technical and Vocational High School in Wayne, New Jersey. The subjects volunteered from a total population of 120 students who met the following criteria: 1. Chronological age between 16-20. 2. Free of organic, sensory or motor impairmeat. 3. An I.Q. between 65-75 on the WAIS.

PROCEDURES

Individual Case Records were screened to identify those subjects who met the before-mentioned criteria. Found in the Individual Case Records were the following:

1. I.Q. scores based on earlier administration of the Wechsler Adult Intelligence Scale (WAIS).
2. Achievement scores based on an earlier administration of the Wide Range Achievement Test (WRAT).
3. Chronological age.
4. Health record, including medical and neurological reports.

The San Francisco Vocational Competency Scale was used to evaluate performance ability of the girls in terms of employability. The Day-to-Day Calendar Form was used to evaluate the girls' attendance data (absence and tardiness). The Prospective Employment Form was used to determine the number of girls employable and those not employable.

There were four groups of students participating in the study with 16 students in each group.

In Group I, the Control group, neither the students nor their teachers were counseled. In Group II, only the teachers were counseled, in Group III, only the students were counseled and in Group IV, both students and their teachers participated in separate counseling groups.

A two-day orientation program was conducted for the 64 students at the Passaic County Technical and Vocational High School. The major portion of the orientation was spent in reviewing with the students those areas on which they would be rated with recommendations of how they could improve their total performance.

The statistical methodology used in this study consisted of a one-way analysis of covariance followed by: (1) planned comparisons, and (2) Dunnett test, comparisons of a control group with several experimental groups.

FINDINGS

The findings support the theoretical foundations of this study that supportive counseling is generally beneficial to educable mentally retarded girls in teacher aide training. Further, when both teachers and girls are counseled this is superior to one or the other being counseled and where neither are counseled this method is inferior to the other.

The research conclusion is that educable mentally retarded girls are most likely to perform adequately in careers as paraprofessionals whenever their training includes supportive counseling. A four-month period is long enough to result in improvement in the selected job training variables--tardiness, absences, performance ratings, and employability.

SUGGESTIONS FOR FURTHER RESEARCH

1. An investigation to determine if the same results would be achieved if the study were conducted by someone having no relationship to it.
2. An investigation of the long-term results of the treatment methods to determine if the same findings would hold up over several years.
3. An investigation of the factors that make employers hesitant to employ the mentally retarded in an effort to mitigate any adverse, negative reactions on the part of employers.
4. An investigation that would identify the type of teacher who would be best suited to play a supportive role in the counseling of the mentally retarded.
5. An investigation as to whether an examination of selected personal characteristics of mentally retarded students (temperament, congeniality, etc.) can assist the counselor in predicting success for these students as employees.
6. An investigation of the advantages of different types of counseling such groups: individual, directive, and non-directive counseling.
7. An investigation of the effects of counseling on other variables such as self-image, personality development, attitudes toward employment, etc.

Order No. 73-30,072, 151 pages.

A DESCRIPTIVE STUDY OF THE NATURE OF EXTENT TO WHICH PARAPROFESSIONAL PERSONNEL ARE BEING UTILIZED IN SELECTED CATEGORIES OF STUDENT SERVICES WITHIN TWO YEAR COLLEGES IN THE STATE OF MICHIGAN

Allen Lee BRAMSON, Ed.D.
Wayne State University, 1973

Adviser: R. C. Faunce

This study focused upon the nature and extent to which paraprofessional personnel were being utilized within five categories of student services in Michigan's two year colleges. The investigator examined the areas of "Recruitment," "Placement," "Veterans' Affairs," "Financial Aid," and "Counseling," for the purpose of determining whether differences existed with respect to current use and anticipated need for paraprofessional personnel in these settings.

Two questionnaires were distributed to Deans of Students at thirty-six colleges in the state of Michigan in order to compare current and projected employment patterns within a two year time span. Data were also gathered concerning the availability of literature describing the type of program or programs that involved paraprofessional personnel within student services. College administrators were also asked to reflect upon areas that seemed to have the greatest need for paraprofessionals in the future. A concerted effort was also made at obtaining information regarding those individuals responsible for the supervision of paraprofessionals at each of the thirty-six colleges surveyed in this study.

The findings revealed that significant differences existed in the nature and extent to which paraprofessional personnel were being utilized within the five categories analyzed in this investigation. Deans of Students reported that while all categories showed a percentage and numerical increase in terms of current and anticipated use of paraprofessionals within the near future, "Recruitment" and "Veterans' Affairs" proportionately had the greatest gains in both areas. Further research is needed before any statement can be made with reference to long term trends. A comparison should be made with reference to the projections made in this study and actual employment figures for paraprofessional personnel. Fiscal budgets and other concerns could alter the patterns of employment that emerge in this investigation. The data also reveals that college administrators perceive the need for paraprofessionals within the future to encompass a wide range of areas, including many categories not analyzed by the researcher. "Counseling" is anticipated as having the greatest need for paraprofessional personnel in the future. However, further research is necessary before any projections can be made concerning shifts in employment patterns within the selected categories of student services examined in this study.

The absence of literature describing the type of program or programs using paraprofessional personnel within Michigan's two year colleges may be the result of any number of items. The rationale for this situation is not analyzed in the investigation. There also appears to be a lack of information concerning those individuals whose responsibility is that of supervising paraprofessional personnel at each of the thirty-six colleges surveyed in Michigan. Order No. 74-11,083, 125 pages.

A COMPARISON OF THE EFFECTIVENESS OF PARA-PROFESSIONAL INDIGENOUS HELPERS AND NON-INDIGENOUS HELPERS IN THE PLACEMENT OF UNEMPLOYED ENROLLEES

Mary L. OTTO, Ed.D.
Indiana University, 1973

Chairman: Dr. Paul F. Munger

Para-professionals in the counseling field are "counselors" who have not been academically educated as counselors. Paraprofessionals serving as counselors and counselor aides have been utilized, especially in government programs, as one means of equalizing the helpee helper ratio. In federal projects, paraprofessionals -- from either the same or different localities as the helpees -- serve two purposes: they make more helpers available, and provide meaningful employment opportunities for the helpers. In manpower programs, the prime objective is to aid unemployed individuals in obtaining meaningful as well as financially sustaining employment. Indigenous paraprofessionals were particularly utilized by the manpower employability development teams on the theory that helper/helpee similarity would provide a strong basis for communication and that the efficiency of the helper as a liason between the helpee and the manpower agency would be improved.

In this study, the following areas were considered. (1) Is there a significant difference in the effectiveness of either the indigenous or non-indigenous helper, as measured by the number of counseled enrollees who were employed six months after the training programs? (2) Are there significant differences in the manner in which the indigenous or non-indigenous helpers perceive themselves and the enrollees, as measured by a semantic differential? (3) Is there a significant difference between the indigenous and non-indigenous helpers in their respective locus-of-control orientations? (4) What are the differences in the demographic data of the indigenous and non-indigenous helpers?

This study revealed no significant differences between indigenous and non-indigenous para-professional helpers with respect to the above questions. Although not significant, some interesting trends were suggested by the results.

Order No. 74-2694, 90 pages.

THE EFFECTS OF AN EXPERIENTIAL GROUP TRAINING PROGRAM ON LEVELS OF INTERPERSONAL COMPETENCE AMONGST SELECTED PARAPROFESSIONALS

NAPPI, Ronald, Ed.D.
Boston University School of Education, 1974

Major Professor: Robert L. Porter

The purpose of this study was to investigate the effects of a 14-week experiential group training program on levels of interpersonal competence of selected paraprofessionals. Interpersonal competence was defined as the individual's ability to produce intended effects in a relationship in such a way that he may continue to do so. The factors determining interpersonal competence were: "owning, openness, experimenting, helping, and expression of feelings" (Argyris, 1965). Argyris's observational system was employed to score the behaviors exhibited within the group setting.

All subjects were volunteers in a program designed to prepare them as leaders for adolescent counseling groups. The participants were all serving as unpaid paraprofessionals with community self-help groups in a suburban area of Boston, Massachusetts. They ranged in age from 19 to 45, male and female, some married and others single, and averaged 4 years of college education.

The subjects were formed into two groups, based on pre-training interpersonal ratings determined through group interviews. One group (N = 11) was made up of members rated as "Medium-Functioning" in interpersonal behaviors and the second group (N = 11) was made up of members rated as "High-Functioning" in interpersonal behaviors. Individuals rated "Low-Functioning" were not included in the study due to grant restrictions.

Two experienced co-trainers led both groups and followed the philosophy that members may grow in interpersonal competence when an atmosphere of acceptance and "community" is developed. Increased self-awareness, improved communications, and risk-taking behaviors may evolve from the loosely-structured, experiential setting.

It was hypothesized that the overall level of interpersonal competence would increase significantly when comparing observed behaviors within each group during the initial and final sessions. It was also hypothesized that there would be a significant difference between groups on levels of interpersonal competence by the end of training.

Planned trainer absences occurred at two points in the 14-week experimental period. Post-training interviews were conducted with each paraprofessional, and participants rated the leader behaviors as described by Lieberman, Yalom, and Miles (1973).

The Personal Orientation Inventory sub-scales of Spontaneity and Capacity for Intimate Contact was administered on a pre-test and post-test basis.

The results of this exploratory study indicate that the overall level of interpersonal competence may be increased significantly for lay counselors from self-help groups, when they are trained in an experiential group led by Type C -- Social Engineers. Indications were that groups entering this training program at the lower levels of interpersonal competence may benefit most from the training.

Planned trainer absences from selected group sessions may facilitate growth in the group's level of interpersonal competence. Members reported feeling more self-confident in running their own groups during the second planned trainer absence.

The Personal Orientation Inventory may not be an effective instrument to use as a measurement of growth with a highly-motivated, highly-educated, "helper"-oriented population. There were no significant differences on the Spontaneity and Capacity For Intimate Contact sub-scales when comparing pre-test and post-test scores. The sample in this study had exceedingly high percentile scores on the pre- and post-tests, leaving little room to reflect growth.

Order No. 74-26,462, 197 pages.

THE EFFECT OF A TRAINING MODEL FOR HEAD START TEACHERS AND TEACHER AIDES OF HANDICAPPED CHILDREN ON COMPETENCY ATTAINMENT

RILEY, Mary Tom Mills, Ed.D.
Texas Tech University, 1974

Chairman: Dr. Charles Jones

Purpose

The major purpose of this study is to determine the impact of a specific competency-based training model for Head Start teachers and teacher aides of handicapped children. The model consists of six major elements known as Skill Building Blocks. Nineteen specific competencies are included in these six areas of learning: Block I – An Awareness of Community Services Available to Serve Handicapped Children; Block II – Identification of Preschool Children Who Manifest Emotional and Intellectual Differences; Block III – Identification of Preschool Children Who Manifest Physically Handicapping Conditions Including Speech, Hearing, and Vision; Block IV – Utilizing a Team Approach with an Emphasis on Parental Involvement; Block V – Teaching Strategies for Handicapped Children; Planning, Curriculum, Materials, and Activities; and Block VI – Diagnostic Teaching for Preschool Children. An instrument was constructed to measure the effectiveness of the model.

Procedure

The model was presented in three geographical settings to 507 Head Start personnel. The design and time were modified to fit best the needs of the personnel in each location. Prime objectives were design flexibility, geographic stability, and test reliability.

The first presentation was used not only for training, but as a means to analyze the model's effectiveness and to sample the instrument's reliability coefficient. Positive findings resulted in only minor adjustments in the general presentation.

The second use of the model, which is the statistical basis for this study, was a pretest administered to 121 Head Start participants. The posttest allows for a t-test to be calculated on the difference of the means. This major treatment of data results in rejecting the null hypothesis at a .01 level of significance. The null hypothesis states that there is no significant increase of knowledge concerning preschool handicapped children for those Head Start teachers and teacher aides who have participated in a competency-based training program.

The minor treatment consists of listing participants' responses to a questionnaire by combined percentage category and according to established personnel divisions in all three settings. This data analysis is considered subjective and is used inferentially. The posttest mean reported from the third model presentation illustrated the continual stability, flexibility, and reliability of the model.

Findings and Conclusions

1. A significant difference is revealed by the t-tests, which measures gained knowledge of competencies in the training of Head Start teachers and teacher aides to work effectively with handicapped children.

2. An analysis of the individual competencies of the model shows definite gains in general acquisition of knowledge, but reveals weaknesses in skills development in a few specific competencies.

3. The flexibility of the model appears to be an asset. This adaptability of design and stability of construction make the model extremely desirable for continued use.

4. The model proves to have a specific impact on the total Head Start teaching staff, but its greatest effectiveness in gained knowledge and interest is found in the teacher aide group.

5. After further analysis of the weakest competencies, diagnostic teaching strategies and materials for preschool handicapped children, a longer revised version of the model should be developed to include daily activities and materials.

6. Although the present instrument meets the requirements of administration in short time periods, it is recommended that a second form be written to analyze each competency more critically. This suggestion results from an inference of high reliability which is established adequately from applying the Spearman-Brown formula to the original instrument.

7. One particular use of the model should be a training program for parents of preschool handicapped children.

Order No. 74-23,064, 120 pages.

THE USE AND LICENSING OF SECONDARY SCHOOL PARA-PROFESSIONALS IN CALIFORNIA

BROWN, Richard Malcolm, Ed.D.
University of Southern California, 1974

Chairman: Professor Muelder

Problem: The purpose of this study was to determine certain aspects of the use of para-professionals in the secondary instructional mode. The answers to four questions were sought: (1) What are explicit tasks being performed by secondary para-professionals? (2) Do secondary para-professionals perceive a need for some collegiate level training? (3) Are secondary para-professionals performing tasks which appear to be the prerogative of the teacher? (4) Is there a need for a level of certification for secondary school para-professionals?

Procedures: Data for this study were assembled by: (1) a review of the literature focusing upon the development and usage of para-professionals in several professions including that of education; (2) the administration of a questionnaire to 121 secondary school para-professionals working in the instructional mode of Kern County, California, high schools; and (3) submission of the four questions, posed by the study, to a panel of professional educational personnel administrators drawn from several areas and strata of the field.

Selected Findings: It was found that para-professionals working in the secondary instructional mode were performing a wide variety of tasks to some extent. Thirty-nine classroom tasks were identified, and it was found that all were performed to some degree by some of the respondents in the sample. Eighty-nine percent of the sample indicated that they, sometimes, supervised learning activities of students in the absence of the teacher while only thirteen percent indicated that they sometimes supervised field trips without the presence of the teacher. Between these extremes it was found that para-professionals are doing such things as assigning citizenship marks, selecting aspects of learning activity for testing, writing essay questions for teachers, determining penalties or consequences of misbehavior, evaluating materials for use by the teacher, presenting new material to students, marking student work for errors of fact and conclusion, and many other things which could be considered instructional in nature. Seventy-eight percent of the sample indicated a need for additional collegiate level course work with Learning Theory mentioned as the subject listed most often. The panel determined that para-professionals are not necessarily performing tasks which are the prerogative of the teacher which supports the position as discovered in the literature, the definition of teaching, per se, being somewhat unclear to many. Seventy-three percent of the para-professional sample did not perceive a need for a licensing protocol for para-professionals and only one of

the six panel members indicated that such a protocol was needed.

Conclusions: Recommendations ensuing from the study were based primarily on the need for direct supervision by the certificated teacher of the para-professional. Administrative guidelines and job descriptions for para-professionals are a necessity. Uniform educational requirements for para-professionals are not necessary as the needs of the specific assignment will dictate certain particular training and/or educational requirements. The exact distinction between professional and non-professional educational tasks is one which should be pursued and resolved by concerned organizations and agencies to assist in the assignment of duties and preparation of job descriptions.

Because of the wide differences in job requirements for secondary para-professionals there is no need for a uniform level of certification. Para-professional usage at the secondary level is to be encouraged but the usage of such auxiliary workers in the secondary schools should be carefully administered so as to avoid abuse of teacher responsibility and legislative certification mandates. Order No. 74-23,573, 127 pages.

ELEMENTS IN THE DESIGN OF A PROGRAM FOR THE TRAINING OF PARAPROFESSIONALS ASSIGNED TO PRE-KINDERGARTEN, KINDERGARTEN, AND PRIMARY SCHOOL CLASSROOMS

Claire Joanne NYANDORO, Ed.D.
Columbia University, 1973

Sponsor: Professor Arno A. Bellack

The problem to which this study addresses itself is the preparation of instructional materials designed to teach task performance to paraprofessionals assigned to pre-kindergarten, kindergarten, and primary school classrooms and the initial, informal testing of those materials for workability with paraprofessionals. The instructional materials comprise five units of a semi-programmed sequence which could be expanded to provide paraprofessionals with a more comprehensive introduction to early childhood education.

The process by which the instructional materials were produced is as follows: (1) determining the priorities of instruction; (2) selecting an appropriate mode of instruction; (3) formulating the behavioral objectives; (4) specifying the criterion measures; (5) establishing a protocol; (6) designing and preparing the specific materials to be used by the paraprofessionals and their trainer in order to have the paraprofessionals satisfactorily meet the criterion measures; (7) sequencing the modules of instruction; and (8) developing an efficient management system. A detailed description of the process by which the training program was produced accompanied by information regarding the initial, informal testing of the program constitutes Part I of the dissertation.

The notion of the importance of pre-planning the environment for learning was selected as the central and integral element in this program of instruction designed for paraprofessionals. Thus, the sequence on planning is the key to the whole program. The four remaining sequences provide an introduction to art, language arts, children's literature, social studies, and instructional materials as each of these topics applies to early childhood education.

A manual for the use of those educators responsible for the training of paraprofessionals assigned to preschools, kindergartens, and primary schools was developed during the course of this study. The manual contains materials for the organization of both independent work and group training sessions. It also contains specification sheets for the preparation of instructional materials. The entire manual, which is titled Take Off constitutes Part II of the dissertation.

The training manual requires the use of the ACTIVITY BOX. This box contains a collection of sixty-eight educational games, devices, and sets of manipulative materials suitable for use with children between the ages of three and eight years. These items, which were constructed by the writer, are intended to provide examples of the instructional materials which the paraprofessionals will be making in their workshop sessions. Patterns for making each item are also included.

A set of slides illustrating some of the materials in the ACTIVITY BOX is on file in the library at Teachers College, Columbia University. Order No. 74-2131, 511 pages.

VALIDATION OF A PARAPROFESSIONAL GROUP FACILITATOR TRAINING PROGRAM IN A JOB CORPS SETTING

Tom Albert ANDERSON, JR., Ed.D.
The University of Tennessee, 1973

Major Professor: L. Sherilyn Nye

This study investigated the effectiveness of a comprehensive group facilitator training program using Job Corps staff members. A non-equivalent experimental control group repeated measures design was used. The group facilitators were Job Corps staff members, and the testing group members were corpsmen at the Job Corps center. Testing group members were randomly assigned to experimental and control group facilitators.

Twenty-two experimental hypotheses were proposed in this study. Eight hypotheses were concerned with group facilitator verbal communication skills, eight were concerned with group facilitator nonverbal behavior, two were concerned with group member communication, and four were concerned with group interaction intensity.

More than thirty-four hours of training were provided in three training components (marathon, systematic skill training, and supervision). The marathon consisted of a two day experiential workshop in which the group facilitators dealt with their own personal growth and interpersonal interactions. The systematic skill training used micro-counseling to developmentally train in empathy, description of personal feelings, taking responsibility for personal feelings, and describing feelings in the here-and-now. In the supervision training component, the group facilitators formed co-facilitator teams to meet with an ongoing group. Each team then received supervision between the group meetings on the training dimensions.

The group facilitators met with and videotaped a one hour group session in each of the four testing periods preceding and following each training component. Three different five minute segments from each one hour tape were transcribed onto composite videotapes in a random sequence. These composite tapes were then rated on four facilitator skills, on measures of group interaction, and four types of nonverbal behavior.

The total training program was able to significantly increase three of the four group facilitator communication skills, group interaction intensity, group member communication, and two of the four nonverbal indices. Following the marathon training component, a significant increase in one dependent measure was obtained. After systematic skill training, significant increases in three dependent measures were obtained, and significant increases in eight dependent measures were obtained following supervision. Thus, the training program was proven effective in meeting the majority of its chosen objectives. Order No. 74-3794, 129 pages.

ROLE AND SOCIALIZATION THEORIES: AN EVALUATION OF THEIR USE IN TRAINING PARAPROFESSIONAL SOCIAL WORKERS FOR PRACTICE

Eucere Alexander NORDSTROM, D.S.W.
University of Southern California, 1973

Chairman: Professor McBroom

Purpose: The purpose of this study was to determine whether or not role and socialization theories can have a measurable influence upon the training and utilization of paraprofessional manpower in social work practice. A demonstration of such an influence would suggest that paraprofessional practice could be grounded in a number of theory bases which could guide its development. This application of theory to practice was perceived to be the necessary link which makes manpower utilization more valuable, agency organization more systematic and rational, and, ultimately, provides for maximum actualization of the helping potential in social work.

Method: The exploratory-descriptive method was employed. The following data collection instruments, appropriate to the method, were developed: (1) a trainer interview, (2) a paraprofessional questionnaire, and (3) a paraprofessional follow-up interview.

Translation of six concepts into eighteen behavioral indicators was a key task in applying the theoretical framework to practice. Development of interviews and the questionnaire was contingent upon designation of these specific concrete actions indicating conceptual influences. Data were obtained on both professional and client dimensions of the paraprofessional working relationship.

Data were collected in three social work agencies over a three month period. Trainers from each setting were administered the trainer interview. The questionnaire was administered to twenty-six paraprofessional respondents: thirteen baccalaureates and thirteen nonbaccalaureates. Four respondents from each group participated in the follow-up interview. Seven discrete procedures were employed to analyze quantitative data from the trainer interview and questionnaire. Analysis of qualitative data obtained from the follow-up interview was based upon a subjective determination of theoretical influence.

Findings: The total theoretical response to the questionnaire was over seven times that of the atheoretical response. Both baccalaureate and nonbaccalaureate respondents demonstrated similar patterns of substantial theoretical competence. All settings achieved a majority theoretical response with significantly wide margins between theoretical and atheoretical scores.

Role and socialization theory concepts had a simultaneous and similar influence on both professional and client dimensions of the paraprofessional relationship. Both baccalaureate and nonbaccalaureate respondents demonstrated generally similar patterns of theoretical competence in paraprofessional-professional relationships. All respondents were influenced somewhat by a preference for activity independent of professional direction. Baccalaureates were inclined to initiate consultation more than nonbaccalaureates.

Respondents reflected a degree of competence which exceeded general trainer expectations. The existence of any association between training style and theoretical competence was not established.

From the follow-up interview, a pattern emerged which appeared to reinforce the quantitative findings obtained in the questionnaire. Respondents described substantial prior experience with operationalizing role and socialization concepts in their own work situations.

Implications: A recognition of the theoretical foundations of paraprofessional practice is thought to be imperative for optimal utilization of this manpower resource. It would seem necessary for agency training programs to reflect a knowledge base organized by theoretical formulations. Conclusions indicate that the paraprofessional role complements professional practice. An increased understanding of that role complementarity may be acquired through development of the paraprofessional-professional relationship and in professional education. Many paraprofessionals may be convinced that professional supervision and consultation compromises their unique expertise. Agencies might provide some operational latitude in employing differential utilization patterns. The study implies that future research is required to develop knowledge for utilizing the untapped potential in paraprofessional manpower. Further study, examining the strengths and weaknesses of all manpower approaches, could improve utilization patterns and stimulate the development of new models.

Order No. 73-31,371, 222 pages.

A DESCRIPTIVE STUDY OF THE NATURE OF EXTENT TO WHICH PARAPROFESSIONAL PERSONNEL ARE BEING UTILIZED IN SELECTED CATEGORIES OF STUDENT SERVICES WITHIN TWO YEAR COLLEGES IN THE STATE OF MICHIGAN

Allen Lee BRAMSON, Ed.D.
Wayne State University, 1973

Adviser: R. C. Faunce

This study focused upon the nature and extent to which paraprofessional personnel were being utilized within five categories of student services in Michigan's two year colleges. The investigator examined the areas of "Recruitment," "Placement," "Veterans' Affairs," "Financial Aid," and "Counseling," for the purpose of determining whether differences existed with respect to current use and anticipated need for paraprofessional personnel in these settings.

Two questionnaires were distributed to Deans of Students at thirty-six colleges in the state of Michigan in order to compare current and projected employment patterns within a two year time span. Data were also gathered concerning the availability of literature describing the type of program or programs that involved paraprofessional personnel within student services. College administrators were also asked to reflect upon areas that seemed to have the greatest need for paraprofessionals in the future. A concerted effort was also made at obtaining information regarding those individuals responsible for the supervision of paraprofessionals at each of the thirty-six colleges surveyed in this study.

The findings revealed that significant differences existed in the nature and extent to which paraprofessional personnel were being utilized within the five categories analyzed in this investigation. Deans of Students reported that while all categories showed a percentage and numerical increase in terms of current and anticipated use of paraprofessionals within the near future, "Recruitment" and "Veterans' Affairs" proportionately had the greatest gains in both areas. Further research is needed before any statement can be made with reference to long term trends. A comparison should be made with reference to the projections made in this study and actual employment figures for paraprofessional personnel. Fiscal budgets and other concerns could alter the patterns of employment that emerge in this investigation. The data also reveals that college administrators perceive the need for paraprofessionals within the future to encompass a wide range of areas, including many categories not analyzed by the researcher. "Counseling" is anticipated as having the greatest need for paraprofessional personnel in the future. However, further research is necessary before any projections can be made concerning shifts in employment patterns within the selected categories of student services examined in this study.

The absence of literature describing the type of program or programs using paraprofessional personnel within Michigan's two year colleges may be the result of any number of items. The rationale for this situation is not analyzed in the investigation. There also appears to be a lack of information concerning those individuals whose responsibility is that of supervising paraprofessional personnel at each of the thirty-six colleges surveyed in Michigan. Order No. 74-11,083, 125 pages.

ADMINISTRATIVE CONSIDERATIONS IN THE UTILIZATION OF PARAPROFESSIONALS IN THE TEACHING-LEARNING PROCESS

Harry Charles HOLMBERG, Ed.D.
University of Southern California, 1973

Chairman: Professor De Silva

Problem: The purpose of this study was to determine the characteristics of administration of paraprofessionals involved in the teaching-learning process.

Procedures: The populations selected for this study were ten districts judged exemplary and drawn from the five Southern California counties of Los Angeles, Orange, Riverside, San Bernardino and San Diego. The County Superintendent's Office of each county submitted recommendations of exemplary districts and a panel of experts made the final selection. Data were collected through the use of interviews. The structured interview technique elicited responses that were analyzed for comparative patterns of administration in the areas of general background information, recruitment, screening and selection, supervision and evaluation, in-service training and compensation.

Selected Findings: (1) School districts with an exemplary paraprofessional program were found in every type of population center. (2) Exemplary school districts tend to cluster within a county. (3) Exemplary districts had one paid aide for every 4.4 teachers and through the use of volunteer aides had one aide for every 2.0 teachers. (4) Only twenty percent of the districts required paraprofessionals to have more than an eighth grade education. (5) The key qualifications desired in paraprofessionals were personality traits. (6) Exemplary districts actively involved the principals and teachers in the selection, assignment, in-service and evaluation of paraprofessionals. (7) The paraprofessional program was favorably accepted by the community. (8) The largest number of paraprofessionals were housewives prior to employment.

Selected Conclusions: (1) A district of any size in a metropolitan, suburban, or rural areas may have exemplary aide programs to cluster around each other. (2) Districts that have been judged exemplary in the utilization of paraprofessionals in the teaching-learning process had a 2:1 teacher aide ratio. (3) Exemplary school districts had paraprofessional programs that were positively accepted by the community. (4) The largest number of paraprofessionals are housewives. (5) The closer the selection and assignment of paraprofessionals is to the principals and teachers, the more likely the program will be exemplary. (6) There is a wide variance among districts on the amount of salaries paid to paraprofessionals.

Selected Recommendations: It is recommended that personnel policies governing paraprofessionals include: (1) a commitment of the utilization of paraprofessionals in the teaching-learning process by maintaining a ratio of one aide to every two to four teachers; (2) principals and teachers should make the selection and assignment of paraprofessionals; (3) paraprofessionals should be appraised on a form specifically designed for them; (4) the principal, teachers and other professional staff members should be responsible for establishing and scheduling the in-service training program for paraprofessionals; (5) in-service training for professionals should include methods of utilizing paraprofessionals; (6) district funds should be the primary method of financing paraprofessionals, although special federal or state monies may be used as supplemental funding; and (7) the position of Volunteer Aide Coordinator should be established for the purpose of increasing the number of paraprofessionals available to the local school.

Order No. 74-1668, 110 pages.

THE MEANING OF WORK: THE PARAPROFESSIONAL EXPERIENCE IN TEACHING AND SOCIAL WORK

DRIJE, Ann Carla, Ph.D.
New School for Social Research, 1974

This study examines the meaning of work as perceived by paraprofessional teacher aides and social service aides in Project Head Start--a Community Action Program of centers for preschool-aged children. The study is based on data gathered in five Head Start centers in metropolitan New York. Eighteen teacher aides and 18 social service aides were interviewed by the writer during 1969-70. The interviews are analyzed according to extensive demographic data and the respondents' previous work experience and present work responsibilities.

The "meaning of work" is defined as the sources of job satisfaction and dissatisfaction, and as the felt effects upon the paraprofessionals' lives. The study relates each of these two dimensions to such intrinsic job aspects as work itself, achievement, and responsibility, and to such extrinsic aspects as working conditions, security, and salary.

Key findings include the fact that job satisfaction among teacher aides was expressed more strongly in terms of some kind of personal gratification than in terms of altruistic notions of work; among social service aides the reverse was true. On the other hand, both groups gained about equal satisfaction from positive trends among their principal "clients" (i.e., children for the teacher aides and parents for social service aides). Both groups of aides found aspects of their work setting to be sources of job dissatisfaction. Social service aides, however, found work itself a source of displeasure significantly more than did the teacher aides.

Concerning positive effects of work, altruistic notions of work were again named much more frequently by social service aides than by teacher aides, as was work itself as a source of negative impact.

About 70 percent of the features named by all aides as part of the positive meaning of work were intrinsic. For teacher aides, most negative features were extrinsic; for social service aides, most were intrinsic. This contrast is greater among those aides with more limited potential job opportunities. Puerto Rican and other Spanish aides were more likely than others to cite extrinsic features, both positively and negatively.

These findings are briefly compared to those of other studies and to the expectations held by the architects of the paraprofessional role. Order No. 74-26,960, 395 pages.

THE AUDIT OF PARAPROFESSIONAL COMPONENTS OF EDUCATIONAL DELIVERY SYSTEMS USING A SYSTEM DESIGNED TO AUDIT SUCH COMPONENTS

Robert Gerald RODGERS, Ed.D.
Wayne State University, 1973

Adviser: Kenneth S. Goodman

The author develops a structure, called an audit system to provide guidelines for the construction and organization of the paraprofessional component in an educational program.

Lay adult personnel, or paraprofessionals, are becoming members of educational staffs in increasing numbers. The employment of such personnel in many school systems has been abortive, tension-ridden, and less than expected due to lack of adequate planning, preparation, and follow through in the integration of such persons in the educational program. Insufficient efforts have been made to define the basic components in such a way that they can be audited during the construction of paraprofessional program.

The audit system uses a series of components based on professional consensus and the author's experience. These components are implementation, recruitment, training, and supervision.

The audit system was designed to check for the presence of the basic components in a paraprofessional program. Each component is examined in light of what kinds of steps a district could take that would indicate it is giving consideration to the component in its program organization. The audit system is followed by a discussion of the components and the relationship of the items within each component.

The last portion of the dissertation is devoted to the audit of two paraprofessional programs as a test of the effectiveness of the audit system. The system was found to be adequate in auditing these two programs.

Order No. 73-31,768, 131 pages.

THE EMERGENCE OF THE PARAPROFESSIONAL IN AMERICAN PUBLIC EDUCATION, 1950–1972

James Morgan HALE, Ed.D.
University of Georgia, 1973

Major Professor: R. Curtis Ulmer

This study examined the growing presence of paraprofessionals, or teacher aides, in American public schools during the years, 1950-1972. Attention was focused on: (1) social concerns and problems--such as crowded schools, inadequate supply of teachers, school-community interaction, and anti-poverty strategies--which prompted initial and continuing employment of such personnel; (2) major programmatic thrusts--such as the Bay City project and Lay Reader programs of the 1950's supported by the Fund for the Advancement of Education and federally supported programs of the 1960's--which utilized teacher aides; and, (3) factors--such as New Careers approaches and the National Education Association and American Federation of Teachers' efforts to gain representational rights for paraprofessionals--which contributed significantly towards a growing self-awareness and desire for recognition on the part of the paraprofessional.

Material for the study was obtained from foundation reports, project reports and findings, U.S. government documents and studies, school district personnel handbooks and manuals, journal and magazine articles, general and specialized books, Congressional legislative enactments, speeches, and interviews. The study is descriptive and presented in chronological form.

Despite the presence of and opposition by critics from the earliest programs using teacher aides, the movement has grown in size and scope. Among the conclusions reached were: (1) paraprofessionals in steadily growing numbers are being used in federally supported programs throughout the nation in efforts to improve the quality of education in predominantly low-income areas; (2) duties assigned to paraprofessionals no longer consist only of clerical and monitorial tasks--increasingly the paraprofessional is being utilized in an instructional role; (3) the paraprofessional is becoming increasingly organized and is obtaining recognition as a vital element in the school personnel ranks; and, (4) the indigenous paraprofessional plays an especially important role as a cultural bridge between student and school.

An enumeration of areas for suggested further studies is given. In addition, an extended bibliography has been included.

Order No. 74-4808, 114 pages.